

**THE IMPACT OF CHANGING FORMATS OF BOOKS OF
CHILDREN'S LITERATURE ON THE KNOWLEDGE AND
READING SKILLS OF SCHOOL-GOING CHILDREN**

BY

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DECLARATION

I hereby declare that the project titled “The Impact of Changing formats of Books of Children’s Literature on the Knowledge and Reading Skills of School-Going Children” submitted by me is my original work. It does not form part of any previous dissertation or reports submitted to any University.

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(Geralyn Pinto)

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Preface

Reading is a complex and integrated process. It is also a skill which is indispensable to anyone who wishes to play a meaningful role in human society. Those who claim that people do not read anymore are mistaken. People of all ages and normal capabilities do read at all times and everywhere. The issue to consider is what it is they read and how much. This last point in question is of vital importance when it comes to children and the whole business of reading.

One of the primary concerns of parents/wards and educators is the nurturing and shaping of reading skills in school-going children. What the former must necessarily recognize is that reading involves many other skills that need to be developed simultaneously. Consequently, if a child's reading skills are poor or under-developed, the child will be at a disadvantage in several ways. Reading, in fact, involves both psychomotor and cognitive skills. For instance, a child needs to be able to listen and receive auditory feedback when reading aloud. Research has shown that experimentally delayed auditory feedback of a child's oral reading can lead to stuttering and other speech problems. Reading also involves the ability to think, to recognize language patterns, to pay attention to the words on the page and to be able to retain what is seen so that speed of recognition and smooth and continuous reading are possible as time goes on and the child's skills develop. As a matter of fact, difficulties in reading often stem from an inability to decode words and recognize them.

The advantages of reading are several and widely known and recognized. These include acquisition of knowledge; improved and even high academic performance; personality development through increased confidence levels and the ability to express oneself through an enhanced vocabulary; emotional 'training' which enables children to empathize with others; widened mental horizons which lead to children tolerating, accepting and even celebrating cultural, racial and religious diversity; and heightened powers of imagination and creativity.

In contemporary times, the range of reading materials available to children is wide, from conventional print books, magazines, workbooks and comics to audio books, e books, digital books, interactive fiction, and DVDs based on print books, generally those which have either acquired 'classic' status or have found huge markets and thereby proved popular. Within each of these formats, the variety is, again, vast. Children today have much to choose from for both knowledge acquisition and entertainment purposes. These include picture books, encyclopaedias, books of science, history, geography, general knowledge and sports, and works of fiction and instruction manuals. This list does not claim to be comprehensive. Publishing houses have cashed in on the

electronic age and offer children print books accompanied by DVDs, digital books and e books, Amazon's Kindle and MOBI's Mobipocket being well-known examples.

This project attempts to study the impact of the changing formats of books of children's literature on the reading skills and knowledge acquisition of school-going children. I wish to clarify at this point that I have taken the word 'Literature' in its widest sense to include not merely literary works, but also works of history, popular science, general knowledge and information and, indeed, any book of lasting value and employing the narrative form.

The project has for two reasons limited itself to Mangalore city and its purlieus. Feasibility of study and data collection was one reason. The other was the fact that such a study has thus far not been carried out in the two-tier city of Mangalore. The project has also been prompted by a growing concern on the part of the researcher and others in the academic line about the poor reading skills and low levels of desire to read among the school-going children of Mangalore.

The study has tried to discover and analyze what school-going children in Mangalore read, how much and to what extent the changing formats of books have shaped their reading skills and levels of knowledge. It has also tried to discover what, if any, distracts or prevents children from reading.

The study is finally prompted by these famous words of Margaret Fuller's, "Today a reader; tomorrow a leader" and the earnest desire to see that the city and the country gets a flying start in the race for knowledge and information by means of the enhanced and well-directed reading skills and habits of Mangalore's school-going children.

Chapter I Introduction & Research Design

- **Reading Habits and Skills of School-Going Children and the Changing Formats of Books – an Overview**
- **Review of Literature**
- **Statement of the Problem**
- **Research Objectives**
- **Scope of the Study**
- **Hypothesis**
- **Methodology**
- **Sampling Techniques**
- **Limitations of the Study**

I Introduction

What distinguished early Homo sapiens from the rest of the Animal Kingdom was the ability to employ true language and thereby convey experience, instructions and warnings, as also in time, traditions, shared practices, beliefs and knowledge from one generation to the next. While writing and consequently reading, in the sense that we understand them today, did not exist till the time of the ancient Mesopotamian Valley Civilization, cavemen classified as Homo sapiens neanderthalensis, had their means of transmitting messages in something more than grunts or gibberish. They had, in fact, what may be termed, hieroglyphs. They were intelligent enough to evaluate their circumstances and surroundings, to rise above them and finally, to conquer. Further, it may be claimed that their version of 'reading' and 'writing' played a critical role in their survival and success as a Human subspecies. For instance, they had signs and marks which the members of the clan could recognize and from which they could derive meaning. It possibly could have begun with a pile of rocks which conveyed meaning, to a tree marked with an 'x' and arrows scratched in the dirt. These were soon followed by signs termed 'hieroglyphs'. The point is that no matter the primitiveness of the 'signs' used by Neanderthal men, these were something that could be 'written' and 'read'. ('Caveman Facts versus Archaeological Folly') In short, they could convey messages. It might not be an exaggeration to say that for these primitive ancestors of ours, the slogan could well have been 'Read or Perish'.

I have dwelt on the instance of Neanderthal man to demonstrate that reading and writing, and thereby learning and acquiring or transmitting knowledge, is as old as the Human Race itself. Further, reading has always been seen as related to knowledge acquisition.

We have come a long way, but reading remains vitally important. Those who claim that nobody reads any more are wrong. People may not read material in the print medium, but read they do and must. The point is, of course, what they read and how much.

The focus of my project, however, is not adult habits of reading but those of school-going children and the exploration of how the changing formats of books in our digital age impact their reading skills and knowledge acquisition. I must make it clear here that for practical purposes I have limited my project to a study of the school-going children of the Mangalore city area and its environs.

I consider that this area is worthy of academic enquiry because reading skills are of crucial importance to a child's development and consecutive studies have demonstrated that there is a link between all-round success and attainment, and reading competence. (kumon.co.uk/blog "The importance of developing reading skills from the earliest opportunity" 3 Aug, 2012) To quote from the above blog:

Reading is a great activity to help improve [a] child's communication proficiency; it develops [his/her] language acquisition and introduces [the child] to a range of vocabulary, helping [him/her] to communicate with ease and clarity. As [the child] get[s] older, reading together [with other children and/or adults] provides an excellent opportunity for discussion, creating an environment where a child can comfortably and confidently get used to articulating and sharing...ideas. (kumon.co.uk/blog "The importance of children developing good communication skills" 9 Nov, 2016)

Further, it is commonly accepted that reading is associated with knowledge acquisition, academic competence and intellectual prowess. It has often been emphasized that people with great minds have also been great readers. Shakespeare, for instance, was an avid reader and this had a shaping influence on his play-writing skills. The young Isaac Newton was famous for being so deep a reader that he committed the most comic blunders owing to his absorption in the book he happened to be engaged in reading.

However, while parents and teachers must insist on their wards spending quality time reading, they also carry the responsibility of honing the reading skills and shaping the reading habits and tastes of the children in their care. This calls for parents and teachers spending time with children not only to assist them in their school assignments, but also to support children in their leisure time and nurture in them a love of reading and thereby a desire for knowledge acquisition.

The acumination of reading skills must necessarily be done at every stage of a child's life, beginning with parents looking through picture books with the child and reading out stories especially at bedtime because the latter is found to have a beneficial effect upon a child's sleep, serenity and emotional stability.

I would like here to list the benefits of inculcating the habit of reading in a child. *The Rose Review (2008) an Independent Review of the Primary School Curriculum*, albeit a review of England's primary school educational programme, could well speak for curricula in primary schools everywhere when it declares that a direct interconnectedness exists between children's emotional development and their deep engagement with storytelling and great literature. (3.17 <http://www.educationengland.org.uk/documents/pdfs/2009-IRPC-final-report.pdf>) *The Rose Review* stresses the importance of reading aloud to children in their earliest years which, of course, points to the role played by parents at home and teachers in school. *The Review* states that where words are not heard, concepts are not learned, syntactic forms are not encountered and the child grasps less about the relationship between the events in a story. With that, the child's ability to infer and predict becomes that much more reduced, and when it comes to cultures and traditions that are foreign to the child, his/her ability to understand these, to understand what other people feel, to experience foreign traditions and cultures is also reduced. Thereby a child's ability to empathize with others, to learn tolerance and appreciate difference is definitely impoverished. (3.12 *Rose Review*)

Reading, it is widely accepted, also augments a child's academic potential, helping the child to grasp facts and information better. It widens a child's mental horizons and enhances the imagination. It even helps a child to cope with stress, loss and tragedy. For instance, children who live in war zones use both reading and writing as strategies for dealing with the grimness of daily life. A famous case in point is that of Anne Frank who by her own admission used both reading and writing to keep her hopes alive and her spirits buoyant in the Secret Annexe where her family went into hiding during the Nazi occupation of Holland in World War II. To quote her, "Ordinary people simply don't know what books mean to us, shut up here. Reading, learning...are our amusements." (*Anne Frank -The Diary of a Young Girl*)

There are several ways in which parents can nurture a habit and a love of reading in their children. These include helping them to select books on themes which interest the child, excite his/her curiosity and imagination, or spark creative impulses. Parents could, for instance select books related to the child's hobby or favourite game. Again, based on a child's favourite TV programmes, movies, cartoon characters or comic strips, parents could narrow down on the genre or range of

genres most likely to engage the child's attention and sustain his/her interest. The child could be rewarded for his/her progress in reading and, in time, be permitted to choose books independently. The reading habit in a child could also be fostered by getting the child to read aloud to the parent or read aloud for the benefit and education of younger siblings.

Finally, and this both teachers and parents need bear in mind – the adult must set an example to the child ward. Therefore, the parents/the teachers must be readers, thus inspiring by example. A teacher must be a visible scholar if the pupils are to value scholarship. The parent must be a reader if the child has to be enthused to read, for only in rare instances do children read and learn to love scholarship despite the poor or negative example set by the adults in whose charge he/she is.

My having made a strong case for a child to be turned into an avid reader, I will now discuss the various kinds of reading material available to children. I would also like to make a distinction between e books and digital books and discuss their rival merits.

The kinds of reading material available to children are varied. Traditional books, by which is meant those in the print medium, were the only kinds of books available to children till the age of audio books dawned around 1969. Print books include alphabet books, toy books, picture books, big books, counting books, wordless books, controlled-vocabulary books, chapter books and graphic novels. In fact, these constitute the vast majority of print materials available to children in the juvenile collection of academic libraries. Also available to them in print resource are encyclopaedias, dictionaries and thesauri and various multi-volume reference sets oriented to young readers in the reference section of libraries. Additional print resources available to children include books of topics of interest to the child reader such as those on sports, nature, entertainment and children's literature, itself. However, as Holder points out,) the use of print reference books by children is on the wane because children are technically skilful enough to browse the Internet for the information they require. Print reference books are still required in academic libraries so that students can make good use of them in modern classrooms and school libraries. Holder adds that one final type of print resource available to children is the children's magazine journal. These contain all kinds of informative and creative pieces such as news items, puzzles, stories, guidelines and ideas for practical activities, as also games. Though such magazines are usually subscribed for by private homes, any well-established juvenile department of a library necessarily carries children's magazines or journals. (Holder, pp 212)

In fact, Holder declares, as far as children's serials are concerned, they are more accessible in print rather than electronic formats. Juvenile magazines/journals usually have their websites where

sample articles, games and material for entertainment are offered for viewing, but, generally speaking, these sites do not have electronic editions of a full issue of a publication. Furthermore, these publications in their digital editions can usually be purchased for teachers together with the subscription for the print edition, but the print edition is usually the only option available to libraries. (Holder, pp 213)

Holder points out that when it comes to curriculum material such as textbooks and readers, which must be distinguished from commercial children's literature, the material is available in all kinds of formats and not mere print. These formats include print, electronic resources and audiovisual material. (Holder pp 213).

Therefore, when talking about children's literature, we must distinguish between literature for pedagogical purposes and commercial literature largely for entertainment. Either way, we will observe the range of reading material available to children and the variety of formats in which these may be accessed. What we need to investigate is to what extent and in what manner the changing formats impact the reading habits of school-going children.

Before I conclude this introduction, I would like to draw a distinction between digital and e books so that references I make to these in the course of this project report may be absolutely clear. Most people do not distinguish between e books and digital books and use the terms synonymously, but there is a difference. Both are made to be used on a computer, but whereas a digital book is a scanned, digital facsimiles of standard print books which have been published. In a sense they are improved and enhanced versions of the same. The scanning process helps to overcome flaws like stains, yellowing of paper with age, see-through paper and other problems with quality. Well-known and much-used examples of digital books are Amazon's 'Kindle' and Mobipocket's MOBI version. Most digital books come in PDF format. The e book is also a 'digital book. But they are written specifically for the internet. They are short – usually 50 to 100 pages – written quickly, cobbled together in a matter of hours, at times. They have little literary value and are generally used to disseminate facts, ideas and information. Most e books are, in fact, self-help manuals and books of instruction in some practical field or the others, though there are e books of history or fiction. Some offer possibilities of interaction, but in practice, not much interaction is available. When they claim to be 'e versions of print books', they are also very often several pages shorter than the original print version.

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II Reading Habits and Skills of School Children and the Changing Formats of Books - An Overview

In this overview I will be employing secondary data, the findings of studies on the subject and my own observations.

I will first examine how children and teenagers read today. From my personal observations I state that the habit of daily reading, especially for pleasure, drops significantly from childhood to early adolescence and later teenage years. The findings of one study (Scholastic, 2013) have registered a drop from 48% of 6 to 8 year-olds to only 17% of 15 to 17 year-olds who read every day. Other studies show even bigger drops in the daily reading habit as children grow into young adults. Again, the number who say they 'never' or 'hardly ever' read has risen significantly from the early nineteen-eighties to today. Likewise, the number of persons who say that they 'never' or 'hardly ever' read is seen to rise significantly from early to late teenage. Admittedly, these statistics are taken from studies done in the United States of America but similar observations may be made in India.¹ (Scholastic)

I will now proceed to discuss the situation in India. It is universally acknowledged that reading, no matter the format of the reading material, is an indispensable skill. However, many Indian pupils even in senior classes struggle to read. This is particularly so because the Indian education system lays emphasis on prescribed textbooks and not enough on the reading of extra-syllabic texts. Generally speaking pupils are not motivated to develop an interest in reading books on which they will not be examined.

The foundational year for the development of reading skills is Class I. This is the time when a child should be initiated into the habit of reading and when the honing of the child's reading skills should begin. However, the system tends to fail them resulting in pupils with not only unsatisfactory reading skills, but inadequate skills of comprehension. Of course, India is a huge and heterogeneous country with varying standards of education, several Boards of Secondary Education and vastly differing methods of teaching and teacher quality. So it is not only difficult but also inaccurate to make sweeping generalizations about the skills imparted to school-going children and their level of competence with respect to the same.

However, one fact holds good for children all over India and elsewhere: once the habit of daily reading is inculcated in the child, the adult is most likely to sustain the habit for life. Again, true learning begins at home. So parents who themselves do not read can hardly expect their children to be avid readers. Further, when homes are richly equipped with books, the chances of the children being drawn to the habit of reading, including daily reading, are much higher than when homes have a paucity of reading material.

Unfortunately, school curricula in India are designed to burden children with tasks and assignments which involve mere memorization, absorption and reproduction of information. Therefore, the pleasure of reading and knowledge acquisition, each for its own sake, is often lost.

Again, as some argue, only a small number of publishers in India invest in publication for children and fewer still focus exclusively on children's books. They aver that the dearth of reading material for children is testimony to the failure of the publishing industry. However, this is perhaps where technological advancements and the burgeoning number of digital reading resources for children become significant and have a very important part to play. I will return to this at a further point in the chapter.

During the recent past, scholarly and popular articles in the Press and discussions on other forms of media, as also earnest debates in academic circles have focused on how children and young adults are simply not reading anymore. Of course, one realizes upon closer examination that what is often meant is that children and youngsters do not read traditional books and print material, and do not favour narrative books. Many young adults will, in fact, admit to not having read a single novel or book of poetry, short stories or plays in several years.

Again, it is true that both children and young adults do not read as much for scholarly and literary reasons as did the equivalent age groups a generation ago. This is because there are too many other competing forms of entertainment and enjoyment for youngsters to spend time reading, no matter the medium. In short, from shopping malls with their overabundance of consumer goods and opportunities for conspicuous consumerism, T.V. serials, movies, music channels and video games, fine dining and travel, leisure activities and adventure sports, the range and variety of entertainment available are so great as to prove

to be a distraction to both children and young people. Sports, movie, music and fashion icons occupy more space in the young mind, so to speak, than do authors, scientists, journalists and even statesman and political leaders.

However, the non-fictional and the non-print-based reading engaged in by young people is not taken into account. By discounting the nonfiction reading, digital reading and audio-book listening that young people partake of, it becomes inaccurate to say that today's teens are not readers at all.

Therefore, the issue is quite a complex one and there are no easy answers to the question of whether children and young adults read as much as previous generations did, or whether they read at all. Even youngsters themselves who report high levels of literary activities do not consider that their reading may be labelled 'literary' or 'scholarly'. Their dismissive attitude towards their own literary activities which are digital-based is actually absorbed by young people from the attitude, beliefs and mindsets of their teachers and parents.

In fact, if one were to take into account the participation of older children and teenagers in online creative activities from reading, writing, sharing fan fiction, to reading and posting to blogs, remixing online music, images and videos, the percentage of young people involved in online 'reading' would significantly increase. The point, of course, is: how much of what is read and shared would be considered nurturing to the intellect, scholarly/academic or literary? As a matter of fact, much of it is more for entertainment and pure social networking.

Let me focus now on the reading habits of school-going children in India. I state here that my focus in this entire study is on reading books in the medium of the English language in which urban children have a greater proficiency than rural children.

The habit of reading print material and traditional books, which used to be well-established among urban middle and upper-middle-class children even two decades ago, has unarguably been in jeopardy ever since electronic media became an established part of our everyday life. Incidentally, this is true of adults as well as children.

With print books, there were distinctive patterns in the reading preferences of toddlers/very young children and those of older children of twelve years of age and above. The former

enjoyed stories of fantasy and imagination, most often read/narrated to them by their parents and teachers who gradually sought to initiate their wards into the habit of independent reading. As children grew older, they tended to favour realistic books about the world around them while still retaining pleasure in books or stories involving imagination and fantasy. However, a distinct difference in reading preferences could be observed between the genders. Girls would be seen to prefer school/boarding house stories as also those dealing with animals, history, adventure, teen romance, the supernatural, mystery, and non-fiction books based on fashion and travel, to name a few. Whereas, boys were seen to prefer adventure, spy, thriller and sports stories and non-fiction books based on science, technology, hobbies, history and war.

Among young school-going Indian girls popular authors included Enid Blyton, Agatha Christie, Nancy Drew, R.K. Narayan and the classics of English literature as also Indian classics in translation. Among boys, favourite fiction writers were R.K. Narayan, Dickens, P.G. Wodehouse, and James Hadley Chase, among others.

The shift in reading has unambiguously changed today from the print medium/traditional book to the digital medium. There is a huge and burgeoning variety of digital devices, applications, platforms and websites available to school-children today to initiate and nurture the reading habit in them as well as enable them to augment their knowledge. Further, e books come equipped with all kinds of useful and innovative features such as: interactive “hotspots” and pictures; music and animation; games; words which are highlighted as the narrator reads them; in-built dictionaries with meanings and easy definitions; repeated reading options; and ‘forward’ and ‘backward’ buttons which help very young children to learn how to actually ‘turn’ the pages of a book.² (Lowry)

According to one study, despite the attractions and obvious advantages of the digital medium and e books, parents, in particular, are anxious about the effect of such devices on their children. They, in fact, want advice about the use and advisability of their children using interactive e books. There is a general perception that such books are more about entertainment than serious learning; whereas as parents they would like to harness these books to facilitate their children’s acquisition of skills and knowledge. Above all, they are deeply concerned about their children being exposed to inappropriate content. Others fear

that their children will lose contact with other children, become addicted to technology, become obese owing to the sedentary nature of reading, miss out on the real world and real life experiences, and suffer harm to the brain and eyes.³ (Booktrust. Web.)

The surprising fact, according to the abovementioned study, is that even when homes possess e readers, the preferred reading format for children is the print book over interactive e books. This is the case whether the book is being used for educational purposes or pleasure. Indeed, even when children are technology savvy and possess e readers at home, a very small percentage of them use these devices on a daily basis. The reasons for preferring the print book over the e book are multiple and include the child's desire to physically 'turn' the pages of a book, select books from libraries and possess print books for him/herself. In the case of a preference for e books the reasons are that the child enjoys interacting with e books, likes electronic gadgets and is attracted to the additional features that e books possess. Further, 51 % of the parents surveyed said that their children read print books on their own every day or almost every day with only 7% reading interactive e books and 5% reading simple e books on their own every day or almost every day.⁴(Booktrust. Web.)

According to the above study, parents consider the age of the child before introducing him/her to digital books. For very young children, they opine that the best age is 0 – 1 year for print books; 2 years for interactive e books and 3 years for simple e books. It was also found that as contemporary children grow older they take more and more to e books and other digital resources and use print resources less often. For instance, children in the age group of 6 – 7 years of age tend to use print resources significantly less often than younger children of the age categories mentioned above.⁵ (Booktrust. Web.)

Finally, the conclusion to which the study has come is that digital and print resources must complement each other in order to give children the best possible reading skills, habits and experience; and to enable them augment their knowledge to the fullest. I wholly agree with this. Whether those of an older school of thought like to admit it or not, the age of digital technology with its devices, platforms and reading resources has come to stay and there is no reason why both parents and teachers should not accept the fact that their children will, at some point, be exposed to the digital reading experience. They should, instead, help their

children exploit these resources in a positive way while also encouraging them to use print material. Of course, parents and teachers must seek the advice of other users on good e books and learn to recognize good digital content, while taking care to see that their wards are not exposed to inappropriate content or advertising. They must also explore the functionality of digital books and understand how both print and e books can also help children with special needs.⁶ (Booktrust. Web.)

The fact remains, as I have repeatedly emphasized, is that reading is an indispensable skill and without it, no knowledge acquisition is possible. It is not the format of the books that counts so much as the fact that they are books, in the first instance.

Therefore, what should teachers/parents/adults in general do in order to create a more literate, knowledgeable, and socially aware society? The acquisition of reading skills, which augment a child's knowledge and make him/her more academically competent, helps at the individual level. Such a child will have a greater sense of emotional and psychological well-being and be far better socially adjusted, growing up, eventually, to be a stable and contributing member of society. Taken at the level of society, this would make for a society which is safer. Reading skills and the acquisition of knowledge going hand in hand, as they do, the level of educational success of society as a whole is raised as more and more children hone their reading skills and enhance their knowledge. Rates of juvenile delinquency, drug and alcohol abuse, crime and imprisonment and teenage pregnancy are more likely to drop in a society where children grow up to be confident, purposeful, gainfully employed and well-balanced members of society. Increased rates of literacy and improved standards of knowledge make for better opportunities for employment and thereby higher standards of living.

Teachers and parents need therefore to begin with the enhancement of the school child's reading skills, reading to children, encouraging them to read aloud and, in time, to read silently. They need to supervise a child's reading whether this be in the digital or print medium, by exploring reading resources with their wards, helping them to choose reading resources, taking them to book sales and exhibitions, enhancing the resources of the school/home library. They should also be 'visible' readers themselves for children learn best by emulation and should speak to children about books and authors of fiction and non-

fiction and thereby inculcate in children a respect for the knowledge to be obtained from books and delight in the entertainment that books have to offer.

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III Review of Literature

Reading is a complex process, involving more than one skill and faculty and results in the extraction of meaning from a written or printed text. In linguistics, the text is defined as, “A coherent stretch of language that may be regarded as the object of critical analysis”. (Nordquist, Web) English Club, a website for learners and teachers of English defines reading as:

... is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.¹ (English Club, Web)

The website goes on to state that reading can either be silent or aloud. It also declares that reading is a receptive skill in that through reading we receive information. But it also involves the skill of speaking for we have to be able to pronounce the words we read. In this sense, reading is also productive because we both receive and transmit information through reading, even if the ‘transmitting’ is only to ourselves.² (English Club, Web)

Reading has also been defined as “an interactive, problem-solving process of making meaning from texts”.³ (Literacy for Learning pp 61) Dr Janet M. Hughes adds that reading is a complex interaction between reader, text, and the purposes for which the reading is being done with the purposes being shaped by the prior knowledge and experiences of the reader. The reading process, according to Hughes, involves five stages and an array of strategies, often multiple strategies employed simultaneously, in order to facilitate the acquisition of meaning from a text by a reader. Hughes lists the stages of reading as pre-reading, reading, responding, exploring and applying; and the reading strategies as activating prior knowledge, predicting, visualizing, questioning, drawing references, finding important or main ideas, summarizing, synthesizing, monitoring comprehension, evaluating. I shall only focus on the reading stages of responding and exploring because these are central to my enquiry in this study of school-going children’s reading habits, knowledge acquisition and, finally, the impact of the changing formats of books on the above.⁴ (Hughes. Web.)

Hughes avers that there is a wide array of ways in which to engage students in the reading process. She emphasizes that a balanced approach on the part of the teacher makes for the teacher support necessary to students. The ways in which students may learn to read are enumerated by her thus: modelled reading i.e. teacher reading aloud to students; shared reading; guided reading and independent reading.⁵ (Hughes. Web.)

The benefits of reading are also pointed out by Dr Hughes, though she does not always label them as such. These benefits may seem obvious to us, but they are still worth noting. One is that reading helps students to make connections between what they read and their own lives or other texts that they have read or things and events that occur in the world. They compare themselves with characters and situations that they have encountered in books and recall similar situations and experiences in their own lives. In short, reading helps students to make sense of the everyday life through the connections that they succeed in making between the text and the world. It keeps them grounded in reality.⁶ (Hughes. Web.)

Secondly, reading draws students into active participation in the learning process by leading them on to making informed guesses. The guesses they make are based upon their prior knowledge of the topic, the genre of literature that they are reading and, of course, their knowledge of what went before in the very text itself. This 'predicting' is, in fact, an important strategy and skill in the acquisition and attaining of higher levels of literacy.⁷ (Hughes. Web.)

There is an obvious connection between reading and the improvement of vocabulary and language skills. The teacher can help the student attain this through the process of guided learning where the student is made to focus on specific words and question marks.⁸ (Hughes. Web.)

Reading also enables students to synthesize newly acquired knowledge with 'old' or prior knowledge. It also helps the reader to make generalizations and form opinions.⁹ (Hughes. Web.)

Hughes lists the benefits of shared reading by which is meant teacher/parent/community volunteers in classrooms read to and together with young students. Among the benefits are: young children gain access to quality literature; as students practice reading, the teacher models reading for them; familiarity with the text's language patterns helps students to build their word recognition skills and gain confidence at the same time; slow learners improve with teacher and peer support while advanced learners enjoy reading high quality literature.¹⁰ (Hughes. Web.)

I will now proceed to the core issue of my research and that is the impact of the changing formats of books on the knowledge acquisition and reading habits of school-going children. For this purpose I will review various scholarly articles/studies that have dealt with the rival merits of print and digital books.

Lauren Lowry, a Hanen Certified SLP and Clinical Staff Writer states that in a time when technology is all around us, there are two kinds of reading materials available to children and these are the traditional paper books and electronic or “e-books”. She describes e-books as those which can be viewed on a computer or via apps on tablets. I would like to point out that she does not distinguish, as I have done in my introduction, between e books and digital books. ¹¹ (Lowry. Web.)

E books, Lowry states, have narrators who read the story and children can enjoy interactive features such as animated pictures, music, sound effects, and links on the screen that connect to games or an elaboration of the pictures or story. From this, I gather that Lowry does not distinguish between digital books and e books as I have done in my introduction, but clubs them together.¹² (Lowry. Web.)

Lowry then goes on to declare that concern has been shown about how much time children spend before a screen and whether these books afford children as much by way of knowledge as do traditional print books. ¹³(Lowry. Web.)

It is her contention that there are advantages and disadvantages to the perusal of e books by children. The advantages are as follows: early literacy skills are acquired by children from quality e-books. She defines ‘good’ e books as those which promote the language and literacy skills of children and possess features like a dictionary, words that become highlighted when the narrator reads them, as also games and pictures that facilitate the child’s understanding by explaining the story. She also claims that when children and parents view e-books together, the former are found to have a longer interaction with their parents than when they view traditional print books together.¹⁴ (Lowry. Web.)

She holds the view that children with developmental delays may actually benefit from e-books. Lowry states that after sharing an e-book, children with developmental displayed an improvement in their vocabulary as well as their understanding of the way in which words can be broken down into syllables. A further advantage of e books, in her opinion, is that children can read e-books again and again with the repetition aiding their acquisition of literary skills. I add that the same may be said of traditional print books and cannot, therefore, agree that this is solely an advantage of the e-book. The next advantage that she lays down may, again, be also attributed to print books and that is, children can enjoy e-books independently. According to Lowry, this independence of approach may encourage children to pick up a book more often than they would otherwise do. I argue, however, that the same may be said of the print book for there is no reason why a child cannot approach a traditional print book by him or herself. ¹⁵ (Lowry. Web.)

Lowry states that e books are convenient and accessible because they can be downloaded on computers or transferred to hand-held devices. She avers that children learn the most from e-books when adults share the books with them and talk about the stories contained therein. Conversely, she declares, children learn less when they look at e-books by themselves.¹⁶ (Lowry. Web.)

Lowry then goes on to list and discuss the disadvantages of e books. She says that parents do not employ as many useful reading strategies while sharing e books with children as they do when they share those in print with their children. Studies show that parents tend not to discuss the story or how it relates their child's life. They appear to be more concerned with the e book as a gadget and the added attractions offered, such as games for instance, rather than the story itself. Young children derive much more from discussions that adults have with them on topics related to, but beyond, the purview of the actual story. This strategy, however, tends to be employed when adults and children share print books rather than e-books.¹⁷(Lowry. Web.)

Again, according to Kathryn Zickuhr, a Research Associate at the Pew Research Center's Internet and American Life Project, in a digital age, parents still seem to prefer print books for their young children, despite being relatively tech savvy themselves. In fact, such parents are much more likely than parents of older children to have internet connections, p.c.'s, tablets and smart phones. However, while these parents may adopt new electronic reading habits for themselves, when it comes to their children they favour print books. More than ninety percent of the parents of minor children, according to Zickuhr, state that it is important to them that their children read print books. Very few are of the opinion that their children reading print books is not too important or not important at all. (Zickuhr. Web.)

Admittedly e reading is on the rise, especially with young adults. In fact, in 2012, 23% of Americans of age 16 years and above had read an e book which was up from 16% in 2011. Many claimed, as a matter of fact, that they had increased their volume of reading because of the availability of e content. But, when it comes to children, most American adults, and not just parents who themselves have read both print and e books think that print books are of more value than e books. (Zickuhr. Web.)

The point is why? Many say that it is because of their own happy and positive memories of having read traditional print books as children; of pleasure-filled recollections of being allowed to visit a library, as a form of treat, twice a week by their own parents. Others say that they themselves read print books so that their children model the reading habit. Were the parents to be on a tablet, their children would not be sure whether they were busying themselves with social media, or actually

reading. However, an adult with a book in hand will clear all the child's doubts and even encourage the child to learn by emulation. (Zickuhr. Web.)

Some argue that handling a book gives a wonderful tactile experience which a digital book cannot provide, such as for instance, the smell of the book; the physical experience of turning pages. Children's books often feature large illustrations and may incorporate various tactile elements, which are not as well suited to e ink or touch screens. And given the relative newness of e reading and the uncertainty of the effects of reading on screens, some parents may simply want to minimize their children's exposure to digital reading material. (Zickuhr. Web.)

According to a report titled "The Impact of ebooks on the Motivation and Reading Skills of Children and Young People", when children are given the opportunity to read ebooks, it has a positive influence on their reading attitudes. This was seen especially in boys and others who began to participate in the project as less involved readers. In fact, the boys registered a greater increase in their level of reading than did the girls. Moreover, the percentage of boys who felt that reading was difficult at the beginning of the project was nearly halved indicating that they had an increased confidence in their own ability as a result of the ebook project in which they were involved. The percentage of those who actually began to find reading exciting rose dramatically to almost double.

According to Eliane Segers and Ludo Verhoeven, research on emergent literacy has shown that participative activities such as reading of storybooks, writing for communication and language games have a significant impact on the spoken and written language skills of children. In the present article, the two authors described the development of child-friendly software which would enhance the early literacy skills of kindergarten children in the Netherlands. The results of two studies involving immigrant kindergarteners showed that, after a short period of training, the vocabulary of the children was found to have significantly increased. This report indicates that digital reading has a positive impact on the language acquisition of young pre-schoolers. (Segers and Verhoeven, Web.)

The review of literature that I have given above attempts to lay down the positives and negatives associated with digital resources. The fact remains that we are in a digital age and that inevitably children will be exposed to digital books, devices and applications of all kinds. These have their advantages and unarguable attractions, but caution has to be exercised in the use made of them by children. Also, the traditional print book has its value and should not be dispensed with. In fact, both resources must be fruitfully employed to enable school-going children to improve their reading skills and increase their knowledge.

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IV Statement of the Problem / Research Questions: There is a plethora of digital devices, ever burgeoning, which in contemporary times is shaping the reading skills and knowledge acquisition of school-going children. These digital devices include digital platforms, e books and digital books, digital libraries, websites which offer children access to digital resources, and electronic applications of various kinds. Further, several studies, articles and scholarly papers have indicated that traditional books in the print format are less favoured by children today than they used to be. The question to be asked, however, is whether digital resources, despite their obvious attractions, are as desirable for young minds as they appear to be; whether they should completely replace the older print medium; whether they contribute positively or negatively to the intellectual and character development of school-going children. Hence the impact, positive or negative of the changing formats of children's books and electronic devices on children's reading habits and knowledge acquisition is a central issue. These questions are extremely pertinent since they have thus far not been tackled in a two-tier city like Mangalore despite the fact that the city has today acquired the status of an educational hub with several schools at the primary and secondary level, as well as colleges offering general higher education, and a noteworthy number of professional institutions. This study confines itself to the school-going children of Mangalore city and its environs, who today are growing increasingly technology savvy and have exposure to digital resources for both reading, and knowledge and skill acquisition. This study is an attempt to analyze the impact of the changing formats of books on the knowledge acquisition and reading skills of the school-going children of English medium schools in Mangalore and its immediate surroundings.

V Research Objectives:

- To measure the impact of changing formats of books on the knowledge acquisition and reading skills of school-going children
- To analyse the extent to which the reading skills and knowledge of school-going children have improved with reading general books beyond prescribed texts/the changing formats of books now available to children

VI Scope of the Study: The study covers the two-tier city of Mangaluru only; formats of books – print books, DVDs of Books, e books like Kindle, interactive fiction; the age group of children 13 -17 years, English medium in classes 8 to 12. The number of schools to be mentioned and the kind of school-leaving exam: 1 ICSE and 5 CBSE and 7 SSLC.

VII HYPOTHESIS:

- Reading skills have improved and children’s knowledge levels have increased with the changing formats of books available to them
- Accessibility to children’s literature has substantially increased through digital media

VIII METHODOLOGY

Based both on primary and secondary data Information obtained through a survey conducted on school-going children. Secondary data was obtained from online journals, research literature – mention all the books, websites, e books

IX SAMPLING TECHNIQUES

Judgemental, stratified, random sampling

X LIMITATIONS

- Pupils were surveyed only from English medium, urban schools. This limits the study and tends to make it elitist
- Pupils of schools operating in regional language mediums were not surveyed. Therefore the findings are not truly representative of contemporary school-going children of Mangalore many of whom do not have any access to digital reading material
- Pupils, being young, may not have taken the survey seriously and answered as honestly and precisely as required

Chapter II The History of Children's Literature

From a contemporary perspective it would seem that children's literature always existed in the way that we recognize and understand it today. However, this is far from true. Books written specifically for children, for their pleasure and enjoyment, came late, historically speaking, in the development of literature taken as a whole. In fact, children's literature as we know it today came into being only about two hundred and seventy years ago.

Possibly, the first book that can be truly classified as a children's book was published by John Newbery in London in 1744. The title it bore was *Little Pretty Pocket Book* and it carried a subtitle which stated that it was intended for the "instruction and amusement" of children. *Little Pretty Pocket Book* featured alphabet rhymes and rhymes about children's games and had pictures showing children playing games, something hitherto unknown. It also carried a very agreeable letter to the child from 'Jack the Giant Slayer'.

The publisher had probably perceived a lacuna in the publishing market – a lacuna where children's literature was concerned – and decided to fill in the gap. His venture was highly successful. Newbery also appeared to know what would appeal to children and used novel methods in order to catch their fancy. For instance, he imported Dutch paper called 'flowery and gilt' in which to bind his books. He ensured high standards of printing and illustrations and made sure that the flood of little books he printed was free of lessons in Latin and the like. In his employ was an Oliver Goldsmith who would later acquire fame in his own right. However, in this context it would be befitting to mention that Goldsmith played a part in compiling two famous books which originated with Newbery. These were *Mother Goose's Melody* and *The History of Little Goody Two Shoes*. It is even speculated that Goldsmith actually wrote the latter. It appeared in 1765 and its spirit dominated the literary scene for children for the seventy-five years to follow.

Given John Newbery's pioneering work in the field it is hardly surprising that today he is considered the Father of Children's Literature. Indeed, in the United States, a medal in his name is annually awarded to an American author of the most distinguished children's book of the year.

Before Newbery, there was no literature specifically authored for children, unless one counts *The New England Primer* which was mainly for the moral and religious instruction of children and underpinned with the Puritan ideology that informed society in England and the American colonies from the beginning of the seventeenth to the middle of the eighteenth century. Children therefore, appropriated works that were not intended for them at all. These included classics like Defoe's *Robinson Crusoe* and John Bunyan's *Pilgrim's Progress*. They also eagerly devoured folktales, fables,

jokes and anecdotes that were anonymously authored and passed from generation to generation, by word of mouth, for amusement, and moral or practical instruction. Today, we mistakenly classify a folktale like “Little Red Riding Hood” as a ‘children’s story’ when, in fact, the tale in question was narrated in medieval taverns for bawdy entertainment, and later cleaned up and reinvented as a cautionary tale for young women. It is true, however, that in 1697 the French intellectual and member of the Academie Française, Charles Perrault published a slender book containing eight simple stories. The book was titled *Stories or Tales of Times Past, with Morals*. It carried a frontispiece depicting three children listening to a tale told by an old woman at a spinning wheel – the Mother Goose. *Mother Goose*, as a kind of ‘brand name’ thereafter became associated with nursery rhymes, but the fictional persona first appeared as a teller of tales for children. There were eight tales in all and many among them grew world famous and are still in wide circulation. They appeared in England in translation and individual tales were issued as chapbooks. What is significant is that Perrault did not publish the collection in his own name, but in that of his seventeen-year-old son, Pierre. This may be considered one of the earliest gestures towards publishing for children. However, for the first publishing venture that focussed specifically on children, one has to turn to the aforementioned Englishman, John Newbery in the mid-eighteenth century.

Following the publication of Rousseau’s *Émile* in 1762 and its translation into English a year later, tremendous public interest grew in the education of children, both its content and method. Rousseau believed that the classical methods of teaching should be discarded and that the focus instead should be the real world and things which children encountered in their lives. This philosophy resulted in the publication of a whole host of children’s books devoted to their practical education, for the next three-quarters of a century.

The books were realistic in nature and had child protagonists who lived with and were educated about various aspects of their world by schoolmasters, uncles, aunts, parents and other adult characters. In fact, the adult characters who peopled these books had no other role to play than conveying information to the child protagonists, and thereby, to the child reader of the books. Children were thus introduced to a great deal of history and geography, to the wonders of science, and, of course, the rules of proper conduct.

Among these books we may include Thomas Day’s *The History of Sandford and Merton*, *Evenings at Home* by John Aiken and Anna Letitia Barbauld, and *The Parent’s Assistant* by Maria Edgeworth. However, of all the writers of realistic, didactic and practical children’s books there was Jacob Abbott whose stories had information and instruction and yet depicted wholesome family life, and children

having fun and games. In fact, no other writer concerned with practical education for children had as kindly and benign an attitude towards children as Jacob Abbott did.

In general, however, it may be said that these books were severe and humourless and rigidly banned all fancy, fairies and magic.

However, the spirit of didacticism was unable to pervade literature forever and before the middle of the nineteenth century popular demand led to the return of the fairies. In fact, when the brothers, Wilhelm and Jakob Grimm published their collection of fairytales, they had an audience ready for them. The purpose of the Grimms was not so much to entertain children as to record and preserve German folklore scientifically, though the collection they published was titled *Kinder und Hausmärchen* or *Children's and Household Tales*. Their stories, predictably, were quickly appropriated by children. Other collections of fairytales from cultures as varied as the Norse, the Indian, the Celtic and the English, soon followed. It is important to note, at this point, that many of the world's collections of folk tales were termed 'fairy tales' even though many among them did not actually feature those gauzy-winged creatures called 'fairies'. Rather, the stories were replete with dwarfs, talking animals, giants, witches and elves, and magic which was ubiquitous, but featured only an occasional fairy.

The next milestone in the history of children's literature is the birth of the 'literary fairy tale'. Gifted story tellers like Hans Christian Anderson worked on excellent retellings of traditional stories, but in the process created something that was entirely new. Anderson, for instance, turned out a number of immortal fairytales such as, for instance, "The Tinder Box", "The Wild Swans" and "The Emperor's New Clothes". Many of Anderson's plots and incidents were drawn from folklore and not purely original, but he wove into them much imaginative detail and couched them in language that was distinctly his own. Owing to the innovation in his artistry, the stories are now completely credited to Anderson.

There are other examples of outstanding children's stories based on folklore but with so much of the author's own personality and originality invested in them that they are completely new. Among these may be included the *Just So Stories* reflecting the folklore of India but truly attributable to Rudyard Kipling. Also to be included are the animal tales of the American plantations by Joel Chandler Harris. Further, American tall tales and excellent versions of stories about genuine American folk characters like Kemp Morgan and Pecos Bill have swelled the range and variety of children's literature.

Another milestone at this point in the history of children's literature was the publication of books of humour and fantasy such as Edward Lear's *Book of Nonsense* and Lewis Carroll's *Alice in Wonderland*. With these books so much more began to appear on the horizon of children's literature than heretofore. Carroll's book did not teach any lessons, nor did Lear's. Both were written merely to offer enjoyment and pleasure without any apology.

Many writers carried forward the tradition of the literary fairytale through the nineteenth-century. Among them were luminaries such as Dinah Mulock Craik, Charles Kingsley, George MacDonald and Howard Pyle.

In a comparatively short time after the publication of *Alice in Wonderland* there appeared on the children's literary scene book-length stories that were realistic even when they dealt with adventure and mystery. Scholars of children's literature have termed this the period of 'realistic [children's] literature'. Great books of the genre appeared on the literary scene at this time and earned themselves the appellation of 'classics'. Among them are such gems as *Little Women* by Louisa B. Alcott; *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*, both by Mark Twain; and *Treasure Island* by R.L. Stevenson. Today one may find many more fine examples of children's books to join these and constitute a 'children's library'. The themes of these books and the situations described may be high adventure and patriotism as also the wonders of Nature and science, but also simple everyday life and homely situations. Very occasionally does the didacticism of a past era creep into these books and when it does, these books are least likely to be selected by the child reader.

The early twentieth century saw further growth and development in literature for children with tales by Beatrix Potter, Kenneth Grahame, Hugh Lofting, Pamela Travers, Dr Seuss and James Thurber, among others. In all of these, imagination and make-believe reign freely.

In the United States, in particular, several books were authored in the early twentieth century that dealt with the history and development of the country. Regional fiction taught children to appreciate and understand the varied communities of America, and enriched them with information in order to facilitate tolerance and understanding. These books were quite as absorbing as any make-believe stories and children took great pleasure in accounts of boys and girls in everyday situations. Continuing right up to the twenty-first century, each year sees the publication of new books for children. Some have short lives, but others of high quality are produced that will take a permanent place on the shelves of children's libraries.

The twentieth century also witnessed the wide popularity of books for children which combined humour and adventure, such as those authored by Richmal Crompton with her *Just William* series and by Frank Richards' with his schoolboy stories featuring 'Billy Bunter'.

No account of children's literature would be complete without mention of the work of two of the great literary phenomena of the twentieth century – Enid Blyton and J.K. Rowling. Enid Blyton was an English writer of children's literature, which included collections of short stories and novels, as also non-fiction books such as one devoted to Nature and its flora and fauna. She is easily one of the most prolific writers of all times and her oeuvre spanned magic and fantasy, adventure, mystery and suspense, and the everyday lives and activities of children and their families. Without any of the aggressive marketing that accompanied the success of J.K. Rowling, Enid Blyton sold millions of copies of her books world-wide and grew as popular among the Anglophone children of the former colonies as she was in England. Though charges of sexism, racism and elitism have been levelled at Blyton, these have done little to dent her popularity with children. J.K. Rowling brought back the witches and wizards to the late-twentieth century despite vociferous protests about the moral rectitude of her choice of themes.

There are two more aspects of the history of children's literature that I would like to focus on. One is a brief account of the history of children's literature in our own country, India. The other is the history of children's magazines wherein I shall also touch upon children's magazines not merely in the west but also in India.

The history of children's literature in India may be traced from the beginnings of children's literature in Bengali. This can, in turn, be divided into three broad periods: the age of the School Book Society (1818-1846); the age of Iswarchandra Vidyasagar (1847-1891); and the age of Rabindranath Tagore (1891-1942) or post-Vidyasagar.

Christian missionaries established the Calcutta School-Book Society, a non-religious institution in the nineteenth-century and established a separate section for children's books. The objective of the society was to write and publish vernacular textbooks for the schools and madrasas in and around Calcutta, as it was then known. Expectedly, the first book to be published was *Neetikatha (Moral Tales)*, that came out in 1818, was a compilation of eighteen moral tales and it owes its origin to the joint effort of Radhakanta Deb (1784-1867), Tarinicharan Mitra (1772-1837), and Ram Comul Sen (1783-1844), the three active Indian members of the Society. We may observe, therefore, a parallel between the kind of children's literature in the nineteenth century being produced in India and in Britain. In both cases, there is a palpable design in the writing and production of children's literature.

In Britain, it was to produce good, hard working and docile working-class children who would grow up to form a good, docile and hard working labour force for industrial and Imperial Britain. In India, the objective was to produce 'good' 'trained' children who, when they grew up, would serve as good, civilized colonial subjects and facilitate the work of the Raj, albeit on a rung lower than their White colonial masters. Despite the best efforts of the Calcutta Book Society therefore, most of the books produced were dry, sermonizing and clearly meant for the character development of the children of Bengal who read them. The nineteenth century also saw the publication of the first real children's magazine, "Balakbandhu" which was followed by more highly evolved children's magazines such as "Sakha", "Sathi", which later merged with the former, and "Mukul". (Banerjee, Web.)

I must point out here that, similar to the West, India too has a rich tradition of folktales, folklore and animal tales. For instance, we have the stories based on or related to the *Panchatantra* and the *Jataka Tales*, as also jokes, verse and riddles that come to us from ancient and medieval times. However, though children must definitely have enjoyed and even appropriated them, they were not specifically meant for children and cannot, therefore, be properly classified as 'children's literature'. For the earliest literature which was expressly published for children in India one has to turn to the abovementioned Calcutta Book Society in Bengal in the nineteenth century.

We may see that printed children's literature in India has a history of barely 150 years. But post-Independence, 'juvenile literature' has witnessed a steep growth and development.

Picture books and read-aloud stories usually constitute a child's first encounter with the written word. Children's Book Trust (CBT), established by distinguished cartoonist K. Shankar Pillai, in 1957, and National Book Trust, India (NBT) published the first truly 'indigenous picture books' for Indian children.

Life with Grandfather, written and illustrated by K. Shankar Pillai, *Sonali's Friend* by Alaka Shankar, *Chitku* by Surekha Panandiker and Anushka Ravishankar's engrossing *Tiger on a Tree* are among the several amazing children's books that have been published in India in the twentieth century. There are several others. *My Friend, the Sea* by Sandhya Rao is a sensitive fictional portrayal of a boy struck by the horror of the tsunami that devastated south-east and south Asia in December 2004, but could equally be the story of any child whose life is closely linked to Nature. The book is Illustrated with photographs by Karuna Sesh and Pervez Bhagat and won the Children's Book Project Award at the 'Children and Youth Literature Festival', Berlin 2005. Among popular picture book series, the attractively illustrated *Little Friends* with titles like "Lippo Goes to the Park" and "Bamba and the

Apple Tree” written by Deepa Agarwal and illustrated by Atanu Roy. Numerous editions of these have been ordered by schools and are deemed essential ‘reading fare’ for kindergarten children.

Where literature for schoolchildren in India is concerned one must make mention of Swapna Dutta's Juneli series, which originally came out in the magazine *Children's World*. The stories were later brought out in book form by Harper Collins. The series constitutes realist fiction and deals with issues that children face in everyday life and the world around them.

Fantasy and magical stories are very much a part of literature for older children in India. For example we have Kalpana Swaminathan's *The Adventures of Prince Teentang* (1994), an entertaining story in the fairy tale mode; Nilima Sinha's *Rishabh in the Land of the Flying Magicians* (2002), partly inspired by the Kathasaritsagar; Deepa Agarwal's *Anita and the Game of Shadows* (2002), in which a group of children are transported to two different fantasy worlds. Again, *Adventures in Moneypur* by Swapna Mirashi (Navneet; 2006) is a highly innovative story which employs fantasy to educate children about something as worldly and mundane as finance. Popular Science is also an integral part of contemporary reading fare for Indian children. The contributions made by the late Dilip Salwi to this genre in India are noteworthy.

I must also add that Indian children continue to read and enjoy the short stories of Ruskin Bond and R.K. Narayan, while Ananth Pai's *Amar Chitra Katha* series enthral Indian children today as they did past generations of youngsters and help to initiate them into an understanding and appreciation of Indian culture, history and classics.

A brief discussion of children's magazines in the West and in India will conclude this encapsulated history of children's literature. Starting from the nineteenth century, children's magazines have had a long innings in the West. The magazines began, as most of children's literature does, with the moral improvement of young boys and girls as their primary objective. For instance, *The Children's Magazine*, issued by the General Protestant Episcopal Sunday School Union in New York, or *The Child's Companion and Juvenile Instructor*, issued by London's Religious Tract Society, pious and moral fiction is interspersed with true stories from foreign missions and religious instruction. In fact, the prevailing attitude towards the genders is reflected in the ethos of these magazines. The magazines hoped to help young men internalize the ideals of manhood and young women to perform their duties as sisters and daughters perfectly while preparing for their future roles as wives and mothers.

However, the magazines, especially across the Atlantic in the United States of America began to take on a different tone as the century progressed. In the American children's magazine *St. Nicholas* (founded 1873), girls are portrayed as socially and economically independent than their

English counterparts. Contributions by Louisa May Alcott and others describe girls in artistic, musical, and performing careers; by the late 19th century, *St. Nicholas* was publishing stories about women college students.

Other magazines worthy of mention are: *John Martin's Book: The Child's Magazine*; *Blackwood's Magazine*; *The Boy's Own Paper*; *The Boy's Own Magazine*; *The Delineator*. The names are too numerous to be individually mentioned. But I would like to say that the best of them had not only stories and verse that were of delight to children, but they were also informative. Most of these magazines set high standards where formatting, printing, illustrations and general layout were concerned. The language and style too were excellent. On both sides of the Atlantic, many contributors were famous men and women of letters including Mark Twain, Louisa M. Alcott, Rudyard Kipling, Edith Nesbit, and Arthur Conan Doyle, to name a few. The magazines were household favourites and looked forward to eagerly not only by children but also by adults.

In India, *Chandamama* was a classic Indian monthly magazine for children, famous for its illustrations. It also published long-running mythological/magical stories that ran for years and was available in several Indian languages. Brought out by Geodesic Limited, it riveted the interest of children from 1947 to its final issue in 2013. Among the Indian children's magazines still running and very popular are K. Shankar Pillai's *Children's World*, published in English; *The Magic Pot*, an activity magazine for younger children; and *Dimdima* with its Indian Folk Tales and Animal Tales as well as Zen Tales and Aesop's Fables, activities, quizzes and brain teasers. This is clearly a magazine for learning and entertainment. One last magazine for children that is noteworthy is *Tinkle* which is more in the nature of a comic book but also carries DIY activities, quizzes, stories, serials and jokes. It was first brought out in 1980 and its run of popularity still continues. It is available in English, Hindi, Malayalam and Assamese.

The longevity of these magazines is a tribute to their merit because, in general, children's magazines do not have a very long innings owing to the fact that children grow up quickly and the readership turnover for the magazines is great. Further, what had appealed to an earlier generation of children may not find approval with the next. That all these magazines thrived for several decades and even over the turn of centuries from nineteenth to twentieth and twentieth to twenty-first is proof of their worth.

With this I conclude my brief account of the history of children's literature in the West and in India.

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Chapter III A Discussion of Digital Resources

For a while now a debate has been raging among adults: teachers and parents, about what serves children and their reading habits better – e books and other digital reading materials or the good old-fashioned print book. As digital books and e publishing spreads into publishing for children and as children enter into the age of ‘e reading’, many adults look with scepticism and some even with downright terror at the thought of children forgetting what an actual book is and completely rejecting one.

No doubt technology has played a bigger part than ever in shaping children’s reading habits as also their acquisition of skills and knowledge. Actually, it is my opinion, that it should not be a question of whether children should choose e book over print book or vice versa. The two can and, in fact, should complement each other.

In this chapter I will briefly discuss the digital resources available to children today. By digital resources I mean the applications available to schoolchildren as also the various e books and digital books in the market.

First I shall speak of only some of the numerous digital resources available to children and their teachers for learning and teaching and improving habits of reading and acquisition of knowledge.

I begin with an online safe and simple book network that allows teachers to view books that pupils have read, a digital reading log, and create reading challenges for pupils as also track their progress. Students also can review and recommend books to their peers using this site. The site goes by the name of Biblionasium. There is Booksnap but currently only available for iOS, it truly provides a digital way for learners to interact with a text and other learners. Buncee is a creation and presentation tool that helps students and teachers to visualize, engage with and communicate classroom concepts and ideas.

Both Coggle and Conceptboard are software mind mapping tools. The former is designed to understand the pupil’s thinking. The latter facilitates team collaboration in a visual format – similar to mind mapping, but using visual and textual inputs. It is compatible with tablets and PCs. Conceptboard can work from multiple devices. Dotstorming is a whiteboard application that allows digital sticky notes to be posted and voted on. It is an excellent tool

for discussion among pupils, as also between pupils and their teachers. It enables brainstorming to generate new ideas on various topics and issues and also facilitates the raising of questions. There is Educreations Interactive Whiteboard which is a whiteboard app that provides pupils with the tool to share understanding and comprehension. Showme Interactive Whiteboard is another whiteboard that both pupils and teachers can use to check the former's comprehension of a particular issue/lesson/discussion.

There are also several applications where teachers can create quizzes using Internet content including Kahoot, Naiku, PollDaddy, ProProfs, Quia and Quizlet, among others. Further, SMART Response VE is cloud-based software that enables pupils to respond to planned and spontaneous questions. They can also use any of their preferred Internet-enabled devices from anywhere and take quizzes. Likewise, Triventy is a free quiz game platform which facilitates the creation of quizzes by teachers that pupils can take in real-time. These are live quizzes which provide teachers with data on the pupils' comprehension of classroom concepts. However, pupils require individual devices, compatible with mobile devices and laptops in order to answer quiz questions.

Many applications enable pupils to create and share work, thereby enabling group and collaborative efforts. For instance, VoiceThread allows pupils and teachers to create and share discussions on documents, diagrams, videos, pictures, or almost anything else they desire to do. Again, Vocaroo is ideal for pupils to create audio recordings without the need for software. They can easily embed the recording into slide shows, presentations or websites. It is, therefore, very well suited to collaborative group work as also presentations. Voxer is a voice recording tool which enables pupils to listen to and self-assess their ideas and assignments.

The number of digital resources available to both school pupils and their teachers and parents is wide in range and use, as even this brief survey demonstrates. The digital resources, to put it briefly, enable comprehension; group work including discussion and brainstorming for new ideas; preparation of and participation in quizzes; assessment of pupil comprehension of a particular issue, text, idea or issue as well as the pupils' evaluation of themselves; the creation of documents, diagrams, videos, audio recordings; easy

importing of material from the Internet; the embedding of audio recordings into slide shows and presentations.

I am now going to dwell on digital resources in terms of the e books and digital books now available to children and their teachers, including the rival merits of various famous brands of the above-mentioned. There is a wide spectrum of reading resources that enable both struggling child readers to build their fluency, vocabulary, phonemic awareness, phonics and comprehension skills, and advanced child readers to read for ideas and issues, knowledge acquisition and enhancement of creativity.

While 'real' books and the reading of them will not be replaced, or at least, not in the near future, there are now entire e books available online. In fact, learning to read online is fast becoming the standard practice in an age when the Internet provides an almost limitless range of literacy games, reading materials and learning resources to help both slow and advanced child readers. These e books include alphabet, story and non-fiction titles especially designed for the very young child reader. By reading these e books at an early stage, children get the general idea that the ultimate goal of reading is to read real books for meaning, discussion of issues, the study of themes and ideas, the acquisition of facts, information and knowledge, as well, of course, the enjoyment of entertainment.

For this purpose, children, teachers and parents would do well to peruse the reading books available in Readings Eggspress. The books include a library of over 1000 e books which are also accessible on the iPad. These e books include illustrated chapter books, full colour non-fiction books and a range of classics. Each book includes a ten-question quiz that tests the pupils' comprehension of a subject and getting an exciting reward for correct answers. These reading books cover a range of comprehension, spelling, vocabulary and grammar lessons. The pupils learn to put into practice the literacy skills they acquire by reading these e books, including phonemic awareness, phonics, vocabulary, fluency and comprehension.

For reading skills alone, there are several digital apps in the market for children. Raz-Kids is a tool which enables young schoolchildren to acquire proficiency in many aspects of reading. The application offers pupils a huge library of texts which are graduated according to the needs and aptitude of the pupils. Once inside Raz-Kids, teachers create class rosters. Using the roster, teachers can assign reading assignments to pupils. The Running Records feature

of Raz-Kids is useful for pre-assessments as well as on-going and benchmark assessments of pupils. They assessments are performed by means of shorter-length recorded readings and brief quizzes.

Pupils have the option of having books read to them, alternatively of reading the books themselves or both. The recorded readings are a great tool especially for those teachers who would like to systematically monitor their pupils' reading fluency.

LeVar Burton Kids Skybrary School is a digital library and provides easy –to-follow lesson plans which combine pupils' reading exercises with discussion and classroom and freely explore the resources available to them. Books can also be projected on a Smart Board for the class to read together.. Thereby, teachers can also lead discussions and assign worksheets and organize hands-on activities for their pupils.

Interactive reading programmes always promote targeted and individualized growth. An interactive reading programme – Lexia Reading Core 5 offers a good, blended reading platform with some choices for the pupils to make, actionable data for the teachers and useful offline resources. The software is highly interactive and provides lessons which are printable.

This software is best used when pupils work individually online and, at the same time, work collaboratively and more socially in corresponding offline activities. The myLexia site offers an outstanding variety of lesson plans with corresponding assignments for class work.

The programme also enables both monitoring and responding to each pupil's progress. The teacher can, in fact, obtain a diagnostic profile of each pupil and view individual skill progress in various areas such as word recognition, knowledge of vocabulary, syntactic knowledge and reading comprehension. MyLexia is highly recommended and used as an intervention tool to help pupils acquire the skills they need to attain the next level of reading proficiency.

Epic! is a free, expansive digital library which has a veritable treasure house of books for children. This large collection of books and videos on a wide array of topics is easy to access and free. The books are popular and authored by well-loved writers.

Pupils can read books that interest them either during silent-reading sessions or free-choice time. They can choose what books they will and create their own collections, evaluate what they have read and can even report back to the teacher on what they have learned or liked about a particular book.

Books can be assigned to pupils based on individual aptitude or topic in order to get pupils to investigate a theme in literature or any other discipline.

Since it is a digital library, a book can be projected onto a Smartboard and read to the class by the teacher. Related activities can follow such as, for instance: discussion of plot, character and theme in a work of fiction; historical re-enactments, reports, further research by pupils in the case of works of non-fiction.

Therefore, Epic! is definitely an asset to any classroom.

Read&Write is a useful text-to-speech application and extension which unlocks the written word. It is a valuable tool which enables one to utilize the resources of websites and makes digital documents available to all. Though expensive and marketed for pupils with literacy needs, all pupils can benefit from Read&Write. The text-to-speech option can be used for students to listen to longer passages instead of reading them thereby improving their listening comprehension and allowing pupils to engage both their auditory and visual senses. Talk&Type would allow pupils in a science lab to take notes and record observations orally, freeing their hands to work on their experiments. Pupils can use the Read&Write toolbar to underscore important passages on a website or record voice notes as they browse. Pupils can, additionally, develop their writing skills by building sentences using Read&Write's word prediction tool. They can then work in groups to create highly developed sentences or a paragraph on a given topic.

Also on the market is LightSail, a full-featured reading application which helps teachers to use daily articles from newspapers like the *Washington Post*, *KidsPost* and *News for Kids* (this is an American application), as well as their corresponding quizzes to engage pupils in daily non-fiction reading. Moreover, teachers can monitor their students reading in real time and in much detail. Teachers may also use LightSail to generate pupils' reading groups and can enter into written dialogue with pupils' about their reading through built-in note

taking features. LightSail also has classroom videos, lesson plans and daily guides as starting points for instructional planning.

Another digital resource, Accelerated Reader 360 provides boundless, flexible tools to promote instructional, independent reading. It is an excellent literacy platform for assessing the pupils' reading levels and encouraging further reading. Teachers can use the tools provided to track pupil progress while built-in texts are user friendly. The tool can also be employed in order to assign nonfiction reading assignments to pupils. Quizzes also enhance the pupil's reading and acquisition of knowledge.

There is Rewordify – a text-levelling tool which gives every pupil access to complex readings. The teachers can use the website to serve as a scaffold for reading tasks. A variety of instructional techniques may be employed to move pupils progressively to a stronger understanding of a subject and to greater independence in the learning process. For instance, using a tiered model, the teacher can enhance the pupils' comprehension by offering a variety of levels of the same text. Learning activities accompany each text and can be used to build vocabulary and track the pupil's mastery of a text. It would, however, be even more useful to let the pupils employ Rewordify as a site or a bookmarklet and import the texts they might like to read and customize the options to meet their own needs. Teachers should, however, be careful to see that pupils do not rely too heavily on the tool and, in the process, neglect their own decoding skills.

Actively Learn is a practical choice that can help you to manage a complex part of teaching and learning. Very importantly, it provides struggling readers with opportunities to feel successful. The reading experiences of pupils can be personalized by teachers and pupils can be offered choices. Discussions about a text can develop organically. This digital platform works better when students take over as question askers, annotators and discussion starters. In short, the platform is best for a learner- or pupil-centred and pupil-led reading experience.

Actively Learn is best suited to text-based subjects rather than those which are experiment and survey-based, such as for instance, the languages, arts and history. But the platform can be usefully employed for science too.

Finally, Actively Learn is all about sharing, collaborating, responding, and going deep into a subject, all of which are great approaches for pupils to learn anything, but, particularly, to acquire literacy skills.

Yet another feature-rich literacy resource to consider is CommonLit which provides great support for readers. Levelled-texts and adaptive tools make it easy for teachers to shape every pupil's reading experience. This website offers access to a huge collection of reliable, ready-to-print and levelled passages that can be used by to assign online reading to pupils, according to individual capacity, as well as to track pupil progress. The questions provided can be used by teachers to hold critical discussions in class.

InsertLearning is a potential go-to tool to help pupils to build their critical reading skills. This is particularly true for pupils in Chromebook classrooms.

InsertLearning has seemingly endless uses among which one may include vocabulary building. Teachers can click on a vocabulary word, leave a definition or any comment that the pupils might find useful, or add a sticky note on which anything can be embedded. They can add audio clips of their own readings of an article so that pupils can listen to these and enhance their reading fluency. Most importantly, InsertLearning can be used by teachers to question pupils. This is highly desirable because pupils must learn to think and think critically about what they have read. It is a vital part of being a good reader. Discussions may also be held where pupils can respond to and see and share other pupils' responses in real time.

There are a burgeoning number of digital platforms, tools and applications to enable pupils to enhance both their reading skills and their knowledge, but for practical purposes, I shall discuss only two more: Serial Reader and Amazon's Kindle.

Serial Reader is a literary application which culls out manageable portions of classical texts from an extensive list of the same. There is a free version of the application that teachers can utilize in order to involve pupils in serial reading assignments of literary classics. By dividing the text into manageable bits read over time, pupils might be less discouraged and teachers might also find it easier to handle the issues being discussed in the classic as also

facilitate short discussions for each issue either in class or online. This is a useful application which helps pupils to prepare for the great classics of literature, but is pedagogically limited.

Finally, I will discuss Kindle. The Amazon Kindle is a series of e-readers designed and marketed by Amazon. The Kindle devices facilitate the browsing, buying, downloading, and reading of e books, newspapers, magazines and other digital media via wireless networking to the Kindle Store. The hardware platform developed by Amazon began as a single device but now encompasses a range of devices. These include e-readers with E Ink electronic paper displays, Android-based tablets with colour LCD screens and Kindle applications on all major computing platforms.

Amazon has now launched a brand new Kindle for children which has built-in tools that help them in augmenting both their knowledge, desire and ability to learn and reading skills. Parents who want to draw their children into the reading habit will find this new tool highly useful. Unlike the tablet, the hardware in this Kindle is identical to the standard Kindle that Amazon sells to adults.

This Kindle is excellent for children because, unlike with a tablet, the only thing you can do with a Kindle is read. Potential distractions are significantly reduced. Further, some of this Kindle's built-in software can also encourage children to try reading texts which pose them greater and greater challenges. There is also a built-in dictionary which is easily accessed by the child and any word that the child looks up is added to a 'vocabulary builder' for future reference. Again, many children's books have a built-in feature called 'Word Wise' which places easily comprehended definitions near difficult words.

These tools are combined with Kindle's "FreeTime" parental controls. These make this Kindle very attractive for children who want to be able to read their favourite books wherever they go. The child feels self-sufficient because s/he can manage difficult words without any adult help. They can also build up their vocabularies on their own.

Finally, whether a child is a voracious reader or one who is slow and struggles with traditional books, this device is very useful. It can easily be slipped into a backpack or a schoolbag.

I conclude this chapter by stating that rapid advances in technology have yielded a wide array of digital resources with an amazing range of features to enable pupils to read and teachers/parents to encourage and help them to do so. However, as adults/teachers/parents we need to increase our own understanding of the shaping influence of electronic devices on a child's learning and personality as also of the test scores and performances of children who use such devices.

Chapter IV A Demographic Description of Mangalore

Mangalore or Mangaluru is a port city on the Arabian Sea coast in a region known as Tulunadu. It is a major commercial centre in the south Indian state of Karnataka and the Mangalore Port handles 75% of the whole of India's coffee and cashew exports. It is located at 12° 55'2.03"N and 74°51'21.71"E and covers an area of 132.4 km². Mangalore serves as headquarters of both the Dakshina Kannada District to which it belongs as well as the Mangalore taluka.

According to the last known figures the population of Mangalore was 623,800 in 2011. This was 0.05% of the total population of India. Given a steady population growth rate of +1.47% in the period 2001-11, Mangalore's population in 2018 will stand at 690,709.

The Hindus constitute the largest religious community in Mangalore. Among the Hindu communities calling Mangalore home are the Devadigas, Mogaveeras, Billavas, Ganigas, Bunts, Kota Brahmins, Shivalli Brahmins, Havyaka Brahmins, Sthanika Brahmins, Goud Saraswath Brahmins and Chitpavan Brahmins. Daivadnyas constitute the major part of the Hindu fold. Christians form a sizeable section of Mangalorean society, with Mangalorean Catholics accounting for the largest section of the Christian community. Protestants in Mangalore typically speak Kannada, while Mangalorean Catholics speak Konkani. Mangalore has one of the highest Muslim populations, speaking in terms of percentage, of all cities in Karnataka. Most Muslims in Mangalore are Bearys and speak the Beary language. Most of them follow the Shafi'i School of Fiqh (Islamic Jurisprudence). The city also possesses a small group of Urdu-speaking Dakhini Muslims. There are, in addition, small communities of Tuluva Jains and Gujaratis.

Mangalore therefore enjoys a multilingual, multicultural and multi-religious milieu. It boasts of the Kadri Manjunath Temple, famed for its bronze statues, and the 9th century Mangaladevi Temple from which the city got its name. Its Catholic institutions are numerous and include churches, educational institutions, hospitals, homes for the aged and the destitute, and orphanages. Its Catholic sites include Milagres Church located in the heart of downtown Mangalore; the 16th century Rosario Cathedral in Bolar; and the St Aloysius College Chapel with its murals painted in the style of the Sistine Chapel in Rome.

Mangalore has provided rich soil for the flourishing of both classical and folk dance and art forms. A cultural hallmark, so to speak, of Mangalore is the 'Yakshagana' which is a night-long dance and drama performance, while the 'Pilivesha', literally the 'tiger dance', is a folk dance unique to the city. It is performed at Janamashtami and during Dasara. There is also the bear dance or 'Karadi Vasha' performed in the Dasara season. Among different castes of the Hindu community 'Bhuta Kola' or spirit worship and 'Nagaradhane' or snake worship are an integral part of religious practice.

In the Beary community, songs like the 'kolkai' are sung during performances of the kolata dance while 'unjal pat' are sung during the cradling ceremony of a child and 'moilanji pat' and 'oppune pat' are sung during weddings.

Participation in the Eucharistic Procession, held on the first Sunday of the Gregorian calendar, is a prominent religious practice of the Mangalorean Catholic community.

Among the greatest religious festivals of Mangalore are: Krishna Janamashtami, celebrated with the famous Mosaru Kudike; Ganesh Chaturthi, of the GSB community; the Kodyal Theru or the car festival, also of the GSB community; and the Monti Festival of the Catholic community which observes not only the birth of Mother Mary but also the blessing of new crops and celebration of the harvest in September.

Among the cultural events that mark the Mangalorean calendar are the Karavali Utsav and the Kudlostava.

Industrial and commercial activities dominate Mangalore's economy. Among its prominent industries are the Mangalore Refineries and Petrochemicals Ltd, BASF, Hindustan Petroleum Corporation Ltd, Mangalore Chemicals and Fertilizers, the Kudremukh Iron Ore Company Ltd, JBF Petrochemicals and Total Oil. One of the largest SEZs, the ONGC-Mangalore Special Economic Zone is located in Mangalore. The only fertilizer plant in the state (MCF) is situated in the Baikampady industrial estate; MRPL is the one of the only refinery in the state together with that of HPCL; BPCL has established an LPG plant near the New Mangalore Port; and BASF has established a Research and Development Centre in Mangalore.

The IT industry too has its presence in Mangalore with InfoSys, Cognizant and Mphasis, among many others, setting up offices and IT centres in Mangalore.

In recent decades Mangalore has earned a reputation nationally and internationally as being an educational hub. It is favoured with easy accessibility through road, rail, air and sea transport making it convenient for students seeking education herein.

Today Mangalore houses diverse educational institutions from those offering basic degrees, specializations and super-specializations in the health sciences, engineering and technology, management sciences, law and hospitality.

Indeed, Mangalore stands at the cutting edge of education and has carved a niche for itself in the field of both primary and secondary, and higher education; and both professional and non-professional education. In the field of primary education, the Basel and Catholic missionaries have played a pioneering role, especially in the field of primary and secondary education, establishing as they have a network of well-developed schools. The Basel missionaries besides made an entry into technical education with founding of the Hebich Technical Training institute while the Catholic nuns of the Apostolic Carmel, the Bethany sisters and the Jesuit priests took the lead in establishing colleges for non-professional higher education. These continue to be among the most respected degree colleges in Mangalore. Jesuit and Diocesan efforts have led to the founding of professional colleges for engineering, medical, IT-related and management studies. The other communities followed suit and have now founded many highly reputed schools and colleges, with colleges at the pre-university level providing students with excellent training in competitive examinations for seats in professional colleges. There are also old and venerable Government schools, colleges and technical training institutions. 226 colleges of Mangalore and its purlieu, including autonomous, government, constituent, private, and B.Ed./B.P.Ed. institutions, come under the parent Mangalore University.

There are now a host of pre-university colleges which specialize in giving their students intensive training for competitive examinations into professional colleges. The results

obtained year after year by these colleges have been extremely impressive even on the national level.

In most educational institutions in Mangalore, special emphasis is laid on computer literacy as also soft skills training both of which are indispensable to candidates entering the contemporary job market in the corporate world. In fact, both schools and colleges in Mangalore have introduced compulsory training in computer and IT-related courses so as to achieve the educational goal of computer literacy for all.

Apart from classroom teaching and the traditional lecture method, the educational institutions of Mangalore employ other, often learner-centred and technology-based, methods of imparting education. These include peer teaching, lecture-demonstrations, software aided language learning, group discussions, debates, problem solving, dramatization and role playing, project work, the conduct of surveys and data analysis, educational tours, industrial exposure and practical exercises in the use of technology for specific purposes, among others. Rural exposure and the undertaking of green initiatives are now part of the total curricular experience offered by many institutions to their students. Further, distance education, educational training, online education and education through community colleges are part of the academic scene in Mangalore. Mangalore's students are technology savvy and even young school-going children are familiar with the use of electronic devices and digital books, the making of PPTs, and browsing the Internet for information and entertainment.

Tie-ups and MOU's with national and international institutions of repute, pupil and student exchange programmes with overseas institutions, and linkages with scientific institutes and industries are among the strategies that many educational institutions in Mangalore employ in order to give their students a global education and the required competitive edge in the job market.

As evidence of the well-earned reputation of Mangalore as an educational hub, the enrolment of students in its primary and secondary schools, semi-professional and professional institutions as well as those offering general education has increased manifold.

Also, the number of institutions offering cutting-edge educational facilities and programmes has also burgeoned.

Therefore, owing to Mangalore, which provides quality education in higher and professional programmes, Dakshina Kannada District continues to enjoy the reputation of being one of the most sought-after education destinations in the nation.

Chapter V Data Analysis & Findings

- **Analysis Report**
- **Analysis Techniques used**
- **Collected information analysed using statistical software IBM SPSS 23.0**
- **Reliability Test**
- **Descriptive Analysis**
- **Percentage Analysis**
- **Chi square Test**
- **Fishers Exact Test**
- **T -Test**
- **Analysis of Variance with Post Hoc Comparisons**
- **Correlation Analysis**
- **Test of Reliability of Data**

The students from Class 8 to Class 12 of various schools were surveyed through the administration of a structured questionnaire. The data was then analysed and subjected to statistical analysis. The following are the findings of the survey conducted on 295 school children in the city of Mangalore.

Cronbach's Alpha:

Cronbach's Alpha reliability coefficient is used to find out how far the data collected through the questionnaire are reliable. The reliability coefficient ranges from 0 to 1.

Original questionnaire was administered to 295 school pupils to test the reliability of the items in the questionnaire under various Independent variables. All the components had a Cronbach's alpha value of 0.7 and above. Hence we retained all the items in the questionnaire.

A reliability coefficient of 0.7 or greater is generally said to be reliable in literature. When the reliability coefficient is 0.7 or greater, than it is concluded that the data collected by the

researcher is reliable and can be used for further analysis. Cronbach's Alpha reliability coefficient is calculated .The reliability coefficient has been calculated for total respondents (school going children) (n=295). And it is seen that the overall alpha reliability coefficient is 0.797 greater than 0.7, could be considered as acceptable. Hence the data collected by the researcher is used for different statistical analysis as per the objectives framed for the analysis.

Exploration of Demographic information

Table 1 Descriptive Statistics – Demographic Information 1

	N	Minimum	Maximum	Mode	Range
Class	295	1	3	2(9 th standard)	2
Gender of the respondents	295	1	2	2(Female)	1
School	295	1	12	3(St. Agnes school)	11
Education Qualification of Mother	295	1	5	2(Graduate)	4
Education Qualification of father	295	1	5	2(Graduate)	4
Valid N (list-wise)	295				

Source: Primary data Survey

Table 2 Descriptive Statistics– Demographic Information 2

	N	Minimum	Maximum	Mode	Range
Read books other than text books	295	1	2	Yes	1
If no, what are your hobbies	187	1	4	Playing outdoor games like cricket/ football/ kho kho / Athletics of various kinds	3
If reading is your hobby, then what kinds of books do you read	276	1	4	Story books/ Comics	3

At what age did you start reading books on general topics	293	1	3	8 to 10 years	2
Which of the following books/ Comics / Magazines did you first start reading	295	1	4	Short story Collections	3
The formats in which you read general books when you first started reading	295	1	5	Printed books	4
How do you obtain the printed books that you like to read	295	1	6	Purchase from the book stores	5
Do you read digital books (also called electronic books or PDF books)/ E books	295	1	2	No	1
If yes, what are the e book formats that you usually read	131	1	4	Kindle	3
How do you access digital books	131	1	5	From the internet	4
Does your school provide you with digital formats of books	295	1	3	No	2
If you prefer digital books, why	131	1	5	Easy to access	4
If you like / prefer hard copies of books, why	295	1	4	Prefer paper editions	3
In which of the following areas, if at all, has reading books improved your knowledge	295	1	5	General awareness, knowledge and current affairs	4
If you do not read e books, then why	164	1	4	No access	3
If reading has improved your knowledge, do you think that the format of the books read has made a difference	295	1	3	Yes	
Has reading books improved your marks	295	1	2	Yes	1

Table 2 Descriptive Statistics– Demographic Information 2

	N	Minimum	Maximum	Mode	Range
Read books other than text books	295	1	2	Yes	1
If no, what are your hobbies	187	1	4	Playing outdoor games like cricket/ football/ kho kho / Athletics of various kinds	3
If reading is your hobby, then what kinds of books do you read	276	1	4	Story books/ Comics	3
At what age did you start reading books on general topics	293	1	3	8 to 10 years	2
Which of the following books/ Comics / Magazines did you first start reading	295	1	4	Short story Collections	3
The formats in which you read general books when you first started reading	295	1	5	Printed books	4
How do you obtain the printed books that you like to read	295	1	6	Purchase from the book stores	5
Do you read digital books (also called electronic books or PDF books)/ E books	295	1	2	No	1
If yes, what are the e book formats that you usually read	131	1	4	Kindle	3
If reading has improved has improved your marks, do you think that the format of the books read has made a difference	241	1	3	Yes	2
Has reading books improved your performance in extra-curricular activities	295	1	3	Yes	2

Table 2 Descriptive Statistics– Demographic Information 2

	N	Minimum	Maximum	Mode	Range
Read books other than text books	295	1	2	Yes	1
If no, what are your hobbies	187	1	4	Playing outdoor games like cricket/ football/ kho kho / Athletics of various kinds	3
If reading is your hobby, then what kinds of books do you read	276	1	4	Story books/ Comics	3
At what age did you start reading books on general topics	293	1	3	8 to 10 years	2
Which of the following books/ Comics / Magazines did you first start reading	295	1	4	Short story Collections	3
The formats in which you read general books when you first started reading	295	1	5	Printed books	4
How do you obtain the printed books that you like to read	295	1	6	Purchase from the book stores	5
Do you read digital books (also called electronic books or PDF books)/ E books	295	1	2	No	1
If yes, what are the e book formats that you usually read	131	1	4	Kindle	3
If reading has improved has improved your performance in extra- curricular activities, do you think that the format of the books read has made a difference	253	1	3	Yes	2
Has reading books improved your communication skills and leadership qualities	295	1	3	Yes	2

Table 2 Descriptive Statistics– Demographic Information 2

	N	Minimum	Maximum	Mode	Range
Read books other than text books	295	1	2	Yes	1
If no, what are your hobbies	187	1	4	Playing outdoor games like cricket/ football/ kho kho / Athletics of various kinds	3
If reading is your hobby, then what kinds of books do you read	276	1	4	Story books/ Comics	3
At what age did you start reading books on general topics	293	1	3	8 to 10 years	2
Which of the following books/ Comics / Magazines did you first start reading	295	1	4	Short story Collections	3
The formats in which you read general books when you first started reading	295	1	5	Printed books	4
How do you obtain the printed books that you like to read	295	1	6	Purchase from the book stores	5
Do you read digital books (also called electronic books or PDF books)/ E books	295	1	2	No	1
If yes, what are the e book formats that you usually read	131	1	4	Kindle	3
If reading has improved your communication and leadership skills, do you think that the format of the books read has made a difference	279	1	3	Yes	2
Has reading books increased your confidence levels	295	1	3	Yes	2

Source: Primary data Survey

Table 3 Descriptive Statistics– Demographic Information 3

	N	Minimum	Maximum	Mode	Range
If reading has improved has increased your confidence levels, do you think that the format of the books read has made a difference	267	1	3	Yes	2
Has reading books helped you to peers and share your knowledge	295	1	3	Yes	2
If reading has helped you to teach peers and share your knowledge, do you think that the format of the books read has made a difference	274	1	3	Yes	2
Has reading books helped you in choosing your future stream of studies	295	1	3	Yes	2
If reading has helped you choose your future stream of studies, do you think that the format of the books read has made a difference	242	1	3	Yes	2

Source: Primary data Survey

Table 4 Descriptive Statistics– Demographic Information 4

Indicators	N	Q1	Q3	Median/ Mean	S.D	IQR
Annual income of Parents	295	1	1	Below 3 lakhs		0
Average marks scored	295	5	6	Above 80%		1
Marks scored in last English exam	295	5	6	Above 80%		1

How often do you read books other than text books	278	1	2	Once a week		1
Hours in a day spend on reading books other than text books	295	1	2	1 to 2 hours		1
What percentage of your reading do you do through digital media	131	2	2	(20 to 50%)		0
Rate your experience of reading e books on a scale of 1-10, where 1 is 'Poor' and 10 is 'Excellent'	131	5	6	6		1
how would you rate your experience of reading general books on a scale of 1-10, where 1 is 'poor' and 10 is excellent	295	7	8	10		1
The reading experience is enhanced through digital formats	131			2.77	0.852	
Your reading habit increased and improved on account of digital formats	131			2.86	0.106	

Source: Primary data Survey

Table 5 Percentage Analysis – Reading Habits

Parameters		Frequency	Percentage
Class	8th std	81	27.5
	9th std	104	35.3
	10th std	48	16.3
	1st PUC	35	11.9
	2nd PUC	27	9.2
	Total	295	100.0
Gender	Male	114	38.6
	Female	181	61.4
	Total	295	100.0
School Name	Lourdes Central School	30	10.2
	St Teresa's School	23	7.8
	St Agnes School	74	25.1
	St Mary's School	23	7.8
	Carmel Central School	26	8.8
	Cambridge School	21	7.1
	St Aloysius School	20	6.8

	Manipal School	25	8.5
	Milagres School	27	9.2
	Rosario School	26	8.8
	Total	295	100.0
Education Qualification of mother	Higher Secondary	91	30.8
	Graduate	105	35.6
	Postgraduate	61	20.7
	Doctorate	13	4.4
	Professional	25	8.5
	Total	295	100.0
Education Qualification of father	Higher Secondary	61	20.7
	Graduate	118	40.0
	Postgraduate	73	24.7
	Doctorate	8	2.7
	Professional	35	11.9
	Total	295	100.0
Annual income of Parents	Below Rs 3 lakhs	168	56.9
	Rs 3- 5 lakhs	64	21.7
	Rs 5 - 10 lakhs	34	11.5
	Above Rs 10 lakhs	29	9.8
	Total	295	100.0
Average marks scored	Less than 40%	3	1.0
	40-50%	3	1.0
	50-60%	18	6.1
	60-70%	39	13.2
	70-80%	72	24.4
	Above 80%	160	54.2
	Total	295	100.0
Marks scored in last English exam	Less than 40%	2	.7
	40-50%	3	1.0
	50-60%	11	3.7
	60-70%	29	9.8
	70-80%	73	24.7
	Above 80%	177	60.0
	Total	295	100.0

Source: Primary data Survey

From the above table it is inferred that majority (35%) of the total respondents are of 9th standard pupils and 61.4% of the pupils are females and majority of them are from St. Agnes School. On an average most of the parents of the children are graduates. More than 50% of the pupils have scored above 80% in the last exam as well as in English Exam. The majority of them (94.6%) read books other than text books twice a week. But 55% of the school children do not read E books.

Read books other than text books	Yes	279	94.6
	No	16	5.4
	Total	295	100.0
If yes, how often do you read books other than text books	Daily	74	26.5
	Twice a Week	76	27.2
	Once a week	73	26.2
	Once a fortnight	21	7.5
	Once a Month	35	12.5
	Total	279	100.0
If no, what are your hobbies	Playing games on the computer/Mobile phone/ tablets/ play station	6	37.5
	Playing indoor games like monopoly/Scrabble/ Chess/ Cards/ Bowling	10	62.5
	Playing outdoor games like cricket/ football/ kho kho / Athletics of various kinds	16	100.0
Hours in a day spend on reading books other than text books	Less than 1 hr	111	39.8
	1-2 hrs	131	47.0
	More than 2 hrs	37	13.3
	Total	279	100.0
If reading is your hobby, then what kinds of books do you read	Story books/ Comics	164	58.8
	General knowledge books	33	11.8

	Non- fiction books on science, history, sports	41	14.7
	Any other- please specify	41	14.7
	Total	279	100.0
At what age did you start reading books on general topics	5-8 years	61	20.7
	8-10 years	125	42.4
	Above 10 years	109	36.9
	Total	295	100.0
Which of the following books/ Comics / Magazines did you first start reading	Children's magazines like tinkle	104	35.3
	Short story Collections	115	39.0
	Comics	35	11.9
	Others	41	13.9
	Total	295	100.0
The formats in which you read general books when you first started reading	Printed books	279	94.6
	CDs	4	1.4
	DVDs	4	1.4
	Digital books like kindle	6	2.0
	Any other- please specify	2	.7
	Total	295	100.0
How do you obtain the printed books that you like to read	Purchase from a book store	153	51.9
	Borrow from the school library	75	25.4
	Through membership of other libraries	15	5.1
	Borrow from friends	21	7.1
	Download from the net	23	7.8
	Gifts received	8	2.7
	Total	295	100.0
Do you read digital books (also called electronic books or PDF books)/ E	Yes	132	44.7

books			
	No	163	55.3
	Total	295	100.0
If yes, what are the e book formats that you usually read	Kindle	47	35.6
	CDs	5	3.8
	Internet comics	43	32.6
	Any other	37	28.0
	Total	132	100.0
What percentage of your reading do you do through digital media	Less than 20%	25	8.5
	20%- 50%	58	19.9
	50%- 80%	36	12.2
	80%- 100%	13	4.4
	Total	133	100.0
How do you access digital books	Devices like kindle	35	26.7
	CDs and DVDS	6	4.6
	Digital libraries	9	6.9
	From the internet	77	58.0
	Borrow from friends	5	3.8
	Total	132	100.0
Does your school provide you with digital formats of books	Yes	21	7.1
	No	171	58.0
	Do not know	103	34.9
	Total	295	100.0
If you prefer digital books, why	They save space	19	14.4
	Are easy to access	44	33.3
	Are smart and cool	21	15.9
	Have greater variety	41	31.1
	Are cheap	7	5.3
	Total	132	100.0
If you like / prefer hard copies of books, why	Cheap	19	6.4
	Easily available	109	36.9
	Prefer paper editions	125	42.4
	Parents preference	42	14.2
	Total	295	100.0
The reading experience is enhanced	Strongly Agree	8	6.1

through digital formats			
	Agree	37	28.0
	Neutral	69	52.3
	Disagree	13	9.8
	Strongly Disagree	5	3.8
	Total	132	100.0
Your reading habit increased and improved on account of digital formats	Strongly Agree	9	3.1
	Agree	40	13.7
	Neutral	54	18.0
	Disagree	23	7.8
	Strongly Disagree	7	2.4
	Total	132	100.0
In which of the following areas, if at all, has reading books improved your knowledge	General Awareness, General knowledge and Current Affairs	140	47.5
	Science and Mathematics	36	12.2
	Literature and Social Studies	58	19.7
	Any other	32	10.8
	Sports	29	9.8
	Total	295	100.0
Has reading books improved your marks	Yes	241	81.7
	No	54	18.3
	Total	295	100.0
If reading has improved has improved your marks, do you think that the format of the books read has made a difference	Yes	140	58.1
	No	32	13.3
	Not Sure	69	28.6
	Total	241	100.0
If reading has improved has improved your knowledge, do you think that the format of the books read has made a difference	Yes	178	60.3
	No	35	11.9

	Not Sure	82	27.8
	Total	295	100.0
Has reading books improved your performance in extra- curricular activities	Yes	196	66.4
	No	42	14.2
	Not sure	57	19.3
	Total	295	100.0
If reading has improved has improved your performance in extra- curricular activities, do you think that the format of the books read has made a difference	yes	127	50.2
	No	49	19.4
	Not Sure	77	30.4
	Total	253	100.0
Has reading books improved your communication skills and leadership qualities	Yes	237	80.3
	No	16	5.4
	Not Sure	42	14.2
	Total	295	100.0
If reading has improved your communication and leadership skills, do you think that the format of the books read has made a difference	Yes	147	52.7
	No	51	18.3
	Not Sure	81	29.0
	Total	279	100.0
If reading has improved has increased your confidence levels, do you think that the format of the books read has made a difference	Yes	124	46.4
	No	46	17.2
	Not Sure	97	36.3
	Total	267	100.0
Has reading books increased your confidence levels	Yes	202	68.5
	No	28	9.5
	Not Sure	65	22.0

	Total	295	100.0
Has reading books helped you to peers and share your knowledge	Yes	239	81.0
	No	21	7.1
	Not Sure	35	11.9
	Total	295	100.0
If reading has helped you to teach peers and share your knowledge, do you think that the format of the books read has made a difference	Yes	144	52.6
	No	46	16.8
	Not Sure	84	30.7
	Total	274	100.0
Has reading books helped you in choosing your future stream of studies	Yes	164	55.6
	No	53	18.0
	Not Sure	78	26.4
	Total	295	100.0
If reading has helped you choose your future stream of studies, do you think that the format of the books read has made a difference	Yes	122	50.4
	No	38	15.7
	Not Sure	82	33.9
	Total	242	100.0

Source: Primary data Survey

Hypothesis: There is no significant impact of personal variables on the performance of the school-going children

Table 6 Inferential Statistics – Impact of personal variables

Variables	Test Value	P value	Inference
Gender	FETV=2.903	0.765>0.05	Accept
Educational Qualification of father	FETV=12.594	0.921>0.05	Accept
Educational Qualification of mother	FETV=26.611	0.070 >0.05	Accept

Annual Income	FETV=7.775	0.928 >0.05	Accept
Reading books other than text books	FETV=2.790	0.590 >0.05	Accept

Source: Primary data Survey

From the Fishers Exact Test we can observe that p values are greater than 0.05 for each of the selected variables. Hence we accept the hypothesis at 5% l.o.s which leads one to the conclusion that there is no impact of gender, educational qualification of parents, annual income of the parents or reading books other than text books on the performance in the exam of the school going children

Hypothesis: There is no significant impact of personal variables on the performance in English paper of the school- going children

Source: Primary data Survey

Table 7 Inferential Statistics – Impact of personal variables

Variables	Test Value	P value	Inference
Gender	FETV=0.970	0.990>0.05	Accept
Educational Qualification of father	FETV=21.853	0.263>0.05	Accept
Educational Qualification of mother	FETV=25.951	0.092>0.05	Accept
Annual Income	FETV=26.837	0.006<0.01**	Reject
Reading books other than text books	FETV=2.373	0.287 >0.05	Accept

** - Significant at 1% l.o.s

Source: Primary data Survey

From the Fishers Exact Test we can observe that p values are greater than 0.05 for each of the selected variables except for annual income of the parents. Hence we accept the hypothesis at 5% l.o.s for the selected variables except for annual income of the parents which leads one to the conclusion that there is no impact of gender, educational qualification of parents and reading books other than text books on the performance of the

school-going children in English paper but there is significant impact of annual income of the parents at 1% l.o.s on the performance of the school going children in English paper

Hypothesis: There is no significant impact of digital books on the performance of the school-going children

Table 8 Inferential Statistics – Impact of Digital books

Variables	Test Value	P value	Inference
Reading of digital books	FETV=11.096	0.028<0.05*	Reject
Format of e-books	FETV=15.458	0.353 >0.05	Accept

Source: Primary data Survey

From the above analysis it is evident that reading of digital books has a significant impact on the overall performance of the school going children but format of the e books has no impact on their performance. Hence performance of students in the exam is significantly influenced by the reading habits of digital books.

Hypothesis: There is no significant impact of digital books on the performance in the English paper of the school- going childre

Table 9 Inferential Statistics – Impact of Digital books

Variables	Test Value	P value	Inference
Reading of digital books	FETV=2.708	0.288>0.05	Accept
Format of e books	FETV=19.977	0.114 >0.05	Accept

Source: Primary data Survey

From the above analysis it is evident that reading of digital books as well as its format has no significant impact on the performance of the school-going children in English paper Hence performance of pupils in the English exam is neither influenced by the reading habits of digital books nor its format at 5% l.o.s

Hypothesis: There is no significant impact of digital books provided by the schools on the reading habits of digital books of the school- going children

Table 10 Inferential Statistics– Impact of Digital books

Variables	Test Value	P value	Inference
Reading of digital books	FETV=4.306	0.122>0.05	Accept
Format of e books	FETV=15.194	0.009<0.01**	Reject
Percentage of reading through digital books	FETV=9.646	0.114>0.05	Accept

Source: Primary data Survey

From Fishers Exact Test there is no impact of digital books provided by the school on the reading of digital books as well as percentage of reading at 5% l.o.s but it has an strong impact on the format of e books preferred by the school children at 1% l.o.s

Hypothesis: There is no significant impact of digital books on the improvement of school-going children in various fields

Table 11 Inferential Statistics– Impact of Digital books

Variables	Test Value	P value	Inference
Reading Experience enhanced	FETV=5.538	0.386>0.05	Accept
Reading Habit enhanced	FETV=3.343	0.588 >0.05	Accept
Format of a book made a difference	CSTV=4.028	0.541 >0.05	Accept
Improvement in marks	CSTV=0.124	0.725 >0.05	Accept
Format of a book made a difference in marks	CSTV=1.247	0.563 >0.05	Accept
Improvement in Extra Curricular	CSTV=4.492	0.122 >0.05	Accept

Activities			
Improvement in communication skills	CSTV=2.307	0.333 >0.05	Accept
Improvement in confidence level	CSTV=3.401	0.185 >0.05	Accept
Help to peers and share their knowledge	CSTV=9.138	0.010 < 0.01**	Reject
Selection of the future stream	CSTV=1,631	0.409 >0.05	Accept

From Fishers Exact Test and Chi Square test there is no influence of reading of digital books on any of the selected variables except for help to peers and share their knowledge. Hence improvement in any of the parameters is not based on reading of digital books of course it helps in sharing of knowledge

Hypothesis: There is no impact of selected variables on the opinion about enhancement of reading experience and reading habit

Table 12 Inferential Statistics – Impact of selected variables

Variables	Reading Experience			Reading Habit		
	Test Value	P value	Inference	Test Value	P value	Inference
Class	FETV=18.185	0.162>0.05	Accept	FETV=17.765	0.649>0.05	Accept
Gender	FETV=1.487	0.857 >0.05	Accept	FETV=2.020	0.760>0.05	Accept
School	FETV=30.986	0.492>0.05	Accept	FETV=43.002	0.043<0.05*	Reject
Reading of books other than text books	FETV=4.480	0.341 >0.05	Accept	FETV=2.257	0.723 >0.05	Accept
Frequency of reading books	FETV=19.313	0.138>0.05	Accept	FETV=21.231	0.094>0.05	Accept
Hours spent in reading books	FETV=8.326	0.380 >0.05	Accept	FETV=7.650	0.458 >0.05	Accept
Reading of	FETV=5.538	0.476>0.05	Accept	FETV=3.343	0.592>0.05	Accept

digital books						
Format of digital books	FETV=12.126	0.369 >0.05	Accept	FETV=11.664	0.424 >0.05	Accept
Percentage of reading through digital books	FETV=16.340	0.103 >0.05	Reject	FETV=25.520	0.004 <0.01**	Reject
Sources for access	FETV=17.439	0.213 >0.05	Accept	FETV=10.419	0.811 >0.05	Accept

Source: Primary data Survey

From the above analysis it is evident that there is no effect of any of the selected variables on the opinion about enhancement of reading experience and reading habit except for school and percentage of reading. Hence opinion about enhancement of reading experience and reading habit of the school children is dependent on the school as well as amount of reading of digital books but not on sex, class, reading other than text books, hours spent on reading, format of the digital books or sources for access.

Hypothesis: There is no impact of format of the books on the improvement of certain parameters related to the school going children

Table 13 Inferential Statistics – Impact of format of books

Parameters	Test Value	P value	Inference
Improvement in knowledge	FETV=15.346	0.058 >0.05	Accept
Improvement in marks	FETV=43.343	0.044 <0.05*	Reject
Improvement in Extra Curricular Activities	CSTV=42.268	0.001 < 0.01**	Reject
Improvement in communication skills	CSTV=32.371	0.000 < 0.01**	Reject
Improvement in confidence level	CSTV=39.719	0.000 < 0.01**	Reject
Help to peers and share their knowledge	CSTV=30.000	0.000 < 0.01**	Reject
Selection of the future stream	CSTV=55.740	0.001 < 0.01**	Reject

Source: Primary data Survey

From Fishers Exact Test or Chi square test there is no impact of the format of the e books on the improvement of knowledge. But there is strong significant impact of the format of the e books on the improvement in marks, ECA, communication skills, confidence level, share their knowledge and selection of the future stream at 1% l.o.s. which leads to the conclusion that improvement in certain personal and emotional factors of the schoolchildren is strongly related to the format of e books which they refer but not on the reading of e books

Hypothesis: There is significant difference in the experience of reading of e books between the selected variables

Table 14 Inferential Statistics – Experience of reading e books

Parameters	Test Value	P value	Inference
Class	ANOVA F value = 0.361	0.836 > 0.05	Accept
Gender	T value = -0.566	0.572 > 0.05	Accept
School	ANOVA F value = 1.156	0.329 > 0.05	Accept
Average marks scored in the last exam	ANOVA F value = 2.406	0.040 < 0.05*	Reject
Average marks scored in the English exam	ANOVA F value = 0.613	0.690 > 0.05	Accept
Time spent in reading	ANOVA F value = 5.074	0.008 < 0.01**	Reject
Percentage of reading	ANOVA F value = 8.509	0.000 < 0.01**	Reject
Sources to access digital books	ANOVA F value = 0.641	0.634 > 0.05	Accept
Format of e books	ANOVA F value = 0.774	0.511 > 0.05	Accept

Source: Primary data Survey

From Analysis of Variance it is evident that there is no significant difference in the experience of reading e books between classes, schools of their study, average marks scored in English, sources to access digital books as well as format of e books. But there is significant difference in the experience of reading e books between the performance of the

pupils, time spent in reading and percentage of reading at 1% I.o.s. From t test there is no significant difference in the experience of reading e books between male and female children

Post Hoc Comparisons

Rate your experience of reading e books on a scale of 1-10, where 1 is 'Poor' and 10 is 'Excellent'

Table 15 Post Hoc Comparisons – Experience of reading e books

	What percentage of your reading do you do through digital media	N	Subset for alpha = 0.05	
			1	2
Tukey HSDa,b	Less than 20%	24	5.75	
	20%- 50%	58	5.86	
	50%- 80%	36		7.28
	80%- 100%	13		7.77
	Sig.		.996	.013

Source: Primary data Survey

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 24.449.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From Post Hoc Comparison pupils who do upto 50% of reading through e books form one group and the pupils who do more than 50% of reading form another group. Pupils who refer to e books to the highest level have rated high as far as experience of reading e books is concerned (Average rate of 8)

Rate your experience of reading e books on a scale of 1-10, where 1 is 'Poor' and 10 is 'Excellent'

Table 16 Post Hoc Comparisons – Experience of reading e books

	Average marks scored	N	Subset for alpha = 0.05	
			1	2
Tukey HSDa,b	Less than 40%	3	4.00	
	40-50%	3	4.67	
	Above 80%	66		6.08

60-70%	18		6.72
70-80%	31		6.84
50-60%	12		7.00
Sig.		.072	.017

Source: Primary data Survey

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 7.034.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From Post Hoc Comparison pupils who obtain less than 50% of average marks form one group and the pupils who obtain more than 50% of average marks form another group. Pupils who score less than 50% have rated low (on an average 4.3) as far as the experience of reading of e books is concerned but pupils who scores more than 50% have rated high as far as reading experience of e books is concerned (Average rate of 6.7)

Rate your experience of reading e books on a scale of 1-10, where 1 is 'Poor' and 10 is 'Excellent'

Table 17 Post Hoc Comparisons – Experience of reading e books

	Hours in a day spend on reading books other than text books	N	Subset for alpha = 0.05	
			1	2
Tukey HSDa,b	Less than 1 hr	40	5.50	
	1-2 hrs	62		6.61
	More than 2 hrs	28		6.71
	Sig.		1.000	.970

Source: Primary data Survey

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 39.040.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From Post Hoc Comparison pupils who spend less than one hour in a day for reading books other than text books form one group and the pupils who spend more than one hour in a day forms another group. Pupils who spend less than one hour in a day have rated low (on an average 5.5) as far as experience of reading of e books is concerned but pupils who spend more than one hour in a day have rated high as far as reading experience of e books is concerned (Average rate of 6.7) .

Hence opinion on the experience of reading e books improves as the percentage of reading such books, time spent on referring books and performance of the students in the exam improves

Hypothesis: There is significant difference in the experience of reading of general books between the selected variables

Table 18 Post Hoc Comparisons – Difference in experience of reading

Parameters	Test Value	P value	Inference
Class	ANOVA F value = 0.533	0.712 > 0.05	Accept
Gender	T value= 0.361	0.719 > 0.05	Accept
School	ANOVA F value = 1.695	0.090 > 0.05	Accept
Average marks scored in the last exam	ANOVA F value = 2.848	0.016 < 0.05*	Reject
Average marks scored in the English exam	ANOVA F value = 2.138	0.061 > 0.05	Accept
Time spent in reading	ANOVA F value = 1.936	0.146 > 0.05	Accept
Percentage of reading	ANOVA F value = 5.268	0.002 < 0.01**	Reject
Sources to access digital books	ANOVA F value = 2.414	0.052 > 0.05	Accept
Format of e books	ANOVA F value = 1.581	0.197 > 0.05	Accept

Source: Primary data Survey

From Analysis of Variance, it is evident that between pupils of different classes and schools there is no significant difference in the experience of reading any general books. Nor do the average marks scored in English, time spent reading, sources of access to digital books as also the format of such books significantly impact the pupils' experience of reading general books. However, there is a notable difference in the experience of reading any general books among pupils whose performance varies in the exams. Also, a significant difference of reading experience is observed in pupils depending upon percentage of reading at 1 % l.o.s. The t test shows that the pupil's gender does not significantly impact the experience of reading any general books.

Post Hoc Comparisons

How would you rate your experience of reading general books on a scale of 1-10, where 1 is 'poor' and 10 is excellent

Table 19 Post Hoc Comparisons – Rating of experience of reading general books

	What percentage of your reading do you do through digital media	N	Subset for alpha = 0.05	
			1	2
Tukey HSDa,b	80%- 100%	13	6.77	
	50%- 80%	36	7.50	
	20%- 50%	58	7.74	
	Less than 20%	25		9.08
	Sig.		.287	.032

Source: Primary data Survey

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 24.700.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From Post Hoc Comparison pupils who do less than 20% of reading general books form one group and the pupils who do more than 20% of reading form another group. Pupils who refer general books to the highest level have rated low (on an average 7.5) as far as experience of reading experience of general books is concerned but students who do less than 20% of reading have rated very high as far as reading experience of general books is concerned (Average rate of 9)

How would you rate your experience of reading general books on a scale of 1-10, where 1 is 'poor' and 10 is excellent

Table 20 Post Hoc Comparisons - Rating of experience of reading general books

	Average marks scored	N	Subset for alpha = 0.05	
			1	2
Tukey HSDa,b	40-50%	3	4.33	
	Less than 40%	3	6.67	
	50-60%	18		7.33
	60-70%	39		7.79
	70-80%	72		7.90
	Above 80%	160		8.10
	Sig.		.182	.004

Source: Primary data Survey

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 7.812.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From Post Hoc Comparison pupils who score less than 50% of average marks form one group and pupils who get more than 50% of average marks form another group. Pupils who score less than 50% have rated low (on an average 5.5) as far as experience of reading of general books is concerned but pupils who score more than 50% have rated high as far as reading experience of general books is concerned (Average rate of 7.8)

Hence the pupils opinion of the experience of reading general books is more positive as the percentage of reading such books increases and the performance of the students in the exam improves.

Correlation Analysis:

Hypothesis: There is no significant correlation between the age of commencement of reading general books and the level of experience of reading those books

Table 21 Correlations – Age of commencement of reading

		At what age did you start reading books on general topics	how would you rate your experience of reading general books on a scale of 1-10, where 1 is 'poor' and 10 is excellent
At what age did you start reading books on general topics	Pearson Correlation Sig. (2-tailed) N	1 295	-.155** .008 295
how would you rate your experience of reading general books on a scale of 1-10, where 1 is 'poor' and 10 is excellent	Pearson Correlation Sig. (2-tailed) N	-.155** .008 295	1 295

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data Survey

From the correlation analysis it is evident that there exists significant negative correlation (p value < 0.01 and correlation coefficient = -0.155) between age of starting reading general books and level of experience of reading those books which leads to the conclusion that as the age of starting reading of general books increases the level of experience of reading such books decreases

Hypothesis: There is no significant correlation between percentage of reading through digital media, reading experience is enhanced through digital formats, Reading habit increased and improved on account of digital formats and Experience of reading e books

Table 22 Correlations – Percentage of reading done through digital media and experience of reading

		Experience of reading e books on a scale of 1-10, where 1 is 'Poor' and 10 is 'Excellent'	The reading experience is enhanced through digital formats	Reading habit increased and improved on account of digital formats
What percentage of your reading do you do through digital media	Pearson Correlation Sig. (2-tailed) N	1 132	.376** .000 131	.252** .004 131
Rate your experience of reading e books on a scale of 1-10, where 1 is 'Poor' and 10 is 'Excellent'	Pearson Correlation Sig. (2-tailed) N	.376** .000 131	1 .012 132	.219* .000 133
Reading Experience is enhanced through digital books	Pearson Correlation Sig. (2-tailed) N	.252** .004 131	.219* .012 132	1 .000 132
Reading habit increased and improved through digital books	Pearson Correlation Sig. (2-tailed) N	.303** .000 131	.444** .000 133	.343** .000 132

Source: Primary data Survey

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From the above correlation table it is clear that there exists a significant positive correlation between the percentage of reading through digital media and the enhancement of children's reading habits and knowledge. The reading experience is enhanced through digital formats and the reading habit has been augmented and improved on account of digital formats. The experience of reading e books leads us to the conclusion that as the percentage of reading through digital media increases, the reading experience and reading habits improve. Further, children feel that the reading experience is close to 'very good' at 1% l.o.s

Findings

The findings indicate that the gender of the school-going child, the educational qualifications and annual income of the parents, and the reading of books other than those texts prescribed by the school syllabus have no impact on the child's performance in the examinations, except for the performance in English where the annual income of the parents is shown to have a significant impact. This leads one to the observation that English is language of privilege and an index of socio-economic status.

It is observed that the reading of digital books has a significant impact on the overall performance of school-going children but the format per se of the books has no impact on their performance. Therefore, the conclusion arrived at is that the performance of schoolchildren in their exams is notably influenced by the habit of reading digital books.

The analysis of data shows that the reading of digital books by schoolchildren as also the format of such books has no marked impact on their performance in the English language and literature papers. Hence, we conclude that the performance of schoolchildren in their English exams is neither impacted by their habit of reading digital books nor by the format of such books.

Again, digital books provided by schools have no impact on the pupils' habit of reading such books or on the percentage of time spent reading. However, the digital books provided by schools have a strong influence on the format preferred by the pupils.

The study showed that reading digital books has not led to the improvement of schoolchildren in either activities performed or skills acquired, except in their ability to help peers and share the knowledge they acquired thus.

Data analysis of the opinion of participants in the survey indicates that the enhancement of the pupils' reading experience and the reading habits of school pupils is dependent on the school and the number of digital books read, but not on gender, economic class, the reading of books other than prescribed texts, hours spent on reading, format of the digital books or sources of access.

The analysis of data using Fishers Exact Test or Chi Square Test shows that the format of digital books has no impact on the improvement of the schoolchild's knowledge. But a strong and significant impact is observed in enhancing the pupil's marks, participation in extracurricular activities, communication skills, confidence levels, ability to share knowledge and choose a future stream of study. The latter two indicate that a schoolchild's general awareness is improved by the format of the digital books that the child reads. It also leads to the conclusion that the improvement of schoolchildren on the personal and emotional level is related to the format of the digital books to which they refer, but not to the reading of digital books per se.

The analysis of variance shows that there is no significant difference in the experience of reading digital books between pupils of different schools and different classes. Further, the experience is not impacted upon by the child's access to digital books or the format of the books or the child's performance in English alone as measured by the average marks obtained in English in school exams. However, the experience of reading e books is influenced by the child's overall performance in school exams, the time spent reading and the percentage of reading. Again, the gender of the child does not impact the child's experience of reading e books.

Post Hoc Comparison indicates that pupils who do up to 50% of their reading through e books form one group and those who do more than 50% of their reading through e books form another group. Those pupils who have given the highest rating to their experience of reading e books are also those who refer to e books to the highest level.

From Post Hoc Comparison we find that pupils who obtain less than 50% marks on an average form one group and those who score more than 50% marks on an average form another group. Pupils who have scored less than 50% average marks have given a low rating to their experience of reading e books; while those who have obtained more than 50% average marks have given a high rating to their reading of e books.

Again, from Post Hoc Comparison we see that pupils who spend less than one hour a day on reading books other than text books form one group and pupils who spend more than one hour a day reading books other than prescribed texts form another group. Those pupils who constitute the first group give a low rating to their experience of reading e books whereas those who form the second group have given a high rating to their experience of reading e books.

From Analysis of Variance, it is evident that between pupils of different classes and schools there is no significant difference in the experience of reading any general books. Nor do the average marks scored in English, time spent reading, sources of access to digital books as also the format of such books significantly impact the pupils' experience of reading general books. However, there is a notable difference in the experience of reading any general books among pupils whose performance varies in the exams. Also, a significant difference of reading experience is observed in pupils depending upon percentage of reading at 1 % I.o.s. The t test shows that the pupil's gender does not significantly impact the experience of reading any general books.

From Post Hoc Comparison it is observed that pupils who do less than 20% of reading general books constitute one group, while those who do more than 20% of reading general books, form another group. Those pupils who refer to general books the most, have given a high rating to their experience of reading; those who did less than 20% of general reading rated their experience of reading very low.

It is observed from Post Hoc comparison that pupils who get less than 50% of the average marks form one group while those who obtain more than 50% form another group. As far as the experience of reading general books goes, pupils who score less than 50% of average marks have rated their reading experience low. Those who score more than 50%, on the contrary, have rated their reading experience high.

Hence we arrive at the conclusion that the experience of reading general books improves as the percentage of reading such books and the performance of pupils in their exams improves.

From co-relational analysis, we determine that there exists a significant negative correlation (p value < 0.01 and correlation coefficient = $- 0.155$) between the age at which children start reading general books and the level of experience of reading such books; the age and the level of experience being inversely proportional. In other words, as the age of the child increases, the level of experience of reading general books decreases.

Finally, it is observed that there exists a significant positive correlation between the percentage of reading done through digital media and reading experience, with the child's reading experience being enhanced through digital formats. The reading habit both increased and improved on account of the digital formats of books. The reading habit also increased owing to the reading of e books. This leads us to the conclusion that as the percentage of reading through digital media increases, both reading experience and the reading habit in schoolchildren is enhanced. Further, children feel that the reading experience through digital media is very good standing at 1% l.o.s.

CONCLUSION AND SUGGESTIONS

While it is true that the study concludes that children of English medium schools in Mangalore and its environs have a positive experience with reading digital material and employing digital devices, and both their reading skills and knowledge levels have been enhanced as a result, the print medium cannot be set aside. Digital devices have their own disadvantages. Prominent among these disadvantages are distracting digital features, long-term deleterious effects on the eyes, and the danger of children being exposed to inappropriate material. Parent and teacher supervision is more easily facilitated with print rather than e books /digital material. Further, technology is notoriously unreliable and does let one down at crucial times. So it is always advisable to have longer lasting print books, as a standby.

Therefore, I suggest that the digital reading and print reading experience be used to supplement each other and be graded. For very young children who need to learn co-ordination and nurture their tactile sense, print books are more suitable. But as children grow older they can and must be exposed to digital reading material – under the careful and constant supervision of responsible adults.

Finally the bottom line is this: both parents and teachers themselves need to be ‘visible’ readers, no matter the material they employ – traditional print or contemporary digital – before they can expect their wards to pick up habits of reading and knowledge acquisition.

So, all homes and schools should be well-stocked with books and digital resources to ensure that school-going children have a wide variety of resources from which to choose and learn.

This survey could fruitfully be extended to regional language schools and schools located in the rural heartland in order to gauge the impact of the digital age on the reading habits and knowledge enhancement of school-going children taken as a whole. Only then will the bigger and more representative picture appear.

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APPENDIX

QUESTIONNAIRE

“The Impact of Changing Formats of Books of Children’s Literature on the Knowledge and Reading Skills of School-Going Children”

(The study area is restricted to Mangalore city Schools)

Basic Information

1. Name:
2. Class: VIII IX X XI XII
3. Gender:
4. School Name: Lourdes Central School St Teresa’s School St Agnes School
St Mary’s School Carmel Central School Lady Hill Victoria School Presidency
School Cambridge School St Aloysius School Manipal School Milagres School
Rosario School
5. Educational Qualifications of Parents:

Mother: Higher Secondary Graduate Postgraduate Doctorate Professional

Father: Higher Secondary Graduate Postgraduate Doctorate Professional
6. Annual Income of Parents: Below Rs 3 lakhs Rs 3-5 lakhs Rs 5-10 lakhs
Above Rs 10 lakhs
7. Average Marks Scored by You in Your Last Exam: Less than 40% 40-50%

50-60% 60 – 70% 70-80% Above 80%
8. Marks Scored by You in Your Last English Exam: Less than 40% 40-50%

50-60% 60 – 70% 70-80% Above 80%

Analysis of Reading Habits

1. Do you read books other than text books?
 - a) Yes
 - b) No
2. If yes, how often do you read books other than text books?
 - a) Daily
 - b) Twice a Week
 - c) Once a Week
 - d) Once a Fortnight
 - e) Once a Month
3. How many hours in a day do you spend on reading books other than text books?
 - a) Less than 1 hr
 - b) 1-2 hrs
 - c) More than 2 hrs
4. If no, what are your hobbies?
 - a) Playing games on the computer/mobile phone/tablets/Play Station
 - b) Playing indoor games like Monopoly/Scrabble/chess/cards/bowling
 - c) Playing outdoor games like cricket/football/kho kho/athletics of various kinds
 - d) Involving yourself in outdoor activities like trekking/swimming/cycling/skating
5. If reading is your hobby, then what kinds of books do you read?
 - a) Story Books/Comics
 - b) General Knowledge books
 - c) Non-fiction books on Science, History, Sports
 - d) Any other – please specify
6. At what age did you start reading books on general topics?
 - a) 5-8 years
 - b) 8-10 years
 - c) above 10 years
7. Which of the following books/comics/magazines did you first start reading?
 - a) Children's Magazines like *Tinkle*
 - b) Short Story Collections
 - c) Comics
 - d) Others
8. What were the formats in which you read general books when you first started reading?
 - a) Printed Books
 - b) CDs
 - c) DVDs
 - d) Digital books like *Kindle*
 - e) Any other – Please specify
9. How do you obtain the printed books that you like to read?
 - a) Purchase from a book store
 - b) Borrow from the school library
 - c) Through membership of other libraries
 - d) Borrow from friends
 - e) Download from the Net
 - f) Gifts received

10. Do you read digital books (also called Electronic Books or PDF Books) /E books?
 a) Yes b) No
11. If yes, what are the e book formats that you usually read?
 a) Kindle b) CDs c) Internet comics d) Any other
12. What percentage of your reading do you do through digital media?
 a) Less than 20% b) 20% - 50% c) 50% - 80% d) 80% - 100%
13. How do you access digital books?
 a) Devices like Kindle b) CDs and DVDs c) Digital libraries d) From the Internet
 g) Borrow from friends
14. Does your school provide you with digital formats of books?
 a) Yes b) No c) Do not know
15. If you prefer digital books, why?
 a) They save space b) Are easy to access c) Are smart and cool d) Have greater variety e) Are cheap
16. The reading experience is enhanced through digital formats.
 a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
17. Your reading habit increased and improved on account of digital formats.
 a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
18. Rate your experience of reading e books on a scale of 1-10, where 1 is 'Poor' and 10 is 'Excellent'
- 1 _____ 10
- Poor Excellent
19. If you do not read e books, then why?
 a) No access b) Not aware of e books c) Too Expensive d) Parents' disapproval of e books
20. If you like/prefer hard copies of books, why?
 a) Cheap b) Easily available c) Prefer paper editions e) Parents preference

32. Has reading books helped you to teach peers and share your knowledge?
a) Yes b) No c) No Sure
33. If reading has helped you to teach peers and share your knowledge, do you think that the format of the books read has made a difference?
a) Yes b) No c) Not Sure
34. Has reading books helped you in choosing your future stream of studies?
a) Yes b) No c) Not Sure
35. If reading has helped you choose your future stream of studies, do you think that the format of the books read has made a difference?
a) Yes b) No c) Not Sure

Thank you